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Fakultät für Betriebswirtschaftslehre

# **Kurskatalog für Passauer Studenten im Doppelmasterprogramm an der Corvinus Universität Budapest**

**Teil 2**

**2018**

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## DSG Kurse:

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

## 293NMARK635M– Product and Brand Strategies

### Spring Semester 2016-2017 Academic Year

<b>Course leader:</b>	Krisztina Kolos, Ph.D., associate professor
<b>Department:</b>	Department of Marketing
<b>Office hours:</b>	Monday 13.00-14.00
<b>Availability:</b>	Phone number: +36-1-482-5228
	Room:316
	Email address:krisztina.kolos@uni-corvinus.hu
<b>Course type:</b>	elective
<b>Prerequisites:</b>	Marketing
<b>Credits:</b>	3/6
<b>Number of hours per semester</b>	43,5 hours, 1+1
<b>Time of class:</b>	Thursday 9:50-13.10
<b>Venue:</b>	C108 (New building)

#### **Objectives of the course:**

The purpose of this course is to provide an in-depth understanding of the subjects of brands, brand equity and strategic brand management. We discuss the role of innovation and sources of new product ideas, concepts and creativity, and the benefits of a systematic new product development process. The course is designed for advanced business students and requires basic marketing knowledge.

#### **Learning outcomes:**

After completing the course, students will be able to

- Have an in-depth understanding of the nature of product and branding strategies and how they may be characterized and classified by marketers.
- Review the strategic importance of managing product and branding strategies.
- Use the concept of brand equity to interpret the potential effects of various strategies for brands
- Analyze the importance of branding and the issues involved in managing brands in an international context.
- Critically review the different methods of new product introduction• Analyze the new product development process and how branding might impact the process
- Have an understanding of mature products and the strategies used to manage mature products efficiently as well as the complexity of making product elimination decisions

## **Course description**

Brands represent invaluable assets for firms. Creating and maintaining strong brands are one of the main challenges that firms have to face. Managers' interest in brand management has been apparent during the past decades despite the emergence of many new topics in marketing. The reason is related to the fact that brands are probably the most important strategic assets that are able to deliver long lasting competitive advantage for firms. On the other hand branding is an exciting field to study that incorporates multi-disciplinary approaches and requires complex thinking. As J.N. Kapferer explains: "Paradoxically, it takes more than branding to build a brand". Innovation is a central element of brand equity, but not all brands innovate in the same way. Companies should have an understanding of the role of innovation in their organization, and be able to plan for successful new product introduction as well as manage their product offerings through their life cycle.

## **Methodology to be used:**

The course is a combination of lectures and seminars. Various teaching methods will be used including student presentations, class discussions, team works, case discussion, field work and academic articles write-up. Lectures will be based on the core texts and will be accompanied by in-class team works.

## **Assessment, grading:**

Final exam	50 points
Class participation	10 points
Article discussion	15 points
Research project	25 points
	100 points

## **Assignments:**

### **Research projects**

Each group will prepare one research project. The list of projects is attached to the syllabus. Each group will select one project from the list. The results of the research projects should be presented in an oral form (power point presentation) to the class and should last maximum 40 minutes. Power point presentations should be uploaded to Moodle, the day before the presentation takes place. A copy of the presentation should be given to the instructor after the presentation. The topics of the research projects correspond to the topics of the given class, and can only be presented on that given day. No later submission is possible.

**Presentations** should be structured as follows:

1. Theoretical background of the project (5 points)
2. You should start the presentation with outlining the conceptual background of your project. You are expected to read at least five academic papers other than those indicated as compulsory readings.
3. Summary of the main findings (10 points)

You have to give a relevant and interesting summary of your project supported by course concepts and visual material. As part of your project you are expected to carry out some form of primary research (in depth interviews with consumers, expert interviews, observation, pilot survey (N=50), survey, content analysis) and secondary data collection in your industry. You are free to select any method or their combination that you think the most appropriate for your project.

4. Group activity (5 points)

As part of the presentation develop a small group exercise that the participants will perform in class.

Presentation material and performance will be worth of maximum 5 points.

Maximum duration of the presentation is 40 minutes including theory, summary of findings, class discussion and group activity.

**Article discussion**

The course builds on a rich collection of academic articles. The objective of studying these articles is to get students to familiarize with the mainstream topics in the branding and NPD literature. Students will select one article and write a summary of the selected article, share their knowledge and views with the class and will comment other students' summaries. The form of article discussion will be through blog writing. Technical details will be provided at the beginning of the course. The article summaries will be graded and will be part of the exam material. ( 5 points for the summary and 10 points for commenting)

**Detailed class schedule, 1<sup>st</sup> – 15<sup>th</sup> week:**

<b><u>Date of class</u></b>	<b><u>Topics to be discussed, readings required for the class</u></b>
Week 1 02.02	Introduction to product strategy 1. Unruh, G., Ettenson, R. (2010) Winning in the Green Frenzy, HBR, November, p. 110-116 2. Brough, A.R., Isaac, M.S. (2012 ) Finding a Home for Products We Love: How Buyer Usage Intent Affects the Pricing of Used Goods, Journal of Marketing, Vol. 76 (July), 78 –91
Week 2 09.02	Brands and business models, Brand positioning 3. Fischer M., Völckner F., Sattler H.(2010) How important are brands? A cross-category, cross-country study, Journal of Marketing Research, October, 823-839  4. O'Really, D., Kerrigan, F. (2013) A view to a brand: introducing the film brandscape, European Journal of Marketing Vol. 47 No. 5/6, 2013 pp. 769-789 5. Melodena Stephens Balakrishnan, (2009), "Strategic branding of destinations: a framework", European Journal of Marketing, Vol. 43 Iss: 5 pp. 611 – 629  <b>RP1</b>
Week 3 16.02	Customer based brand equity. 6. Fournier S., Lee L. (2009) Getting Brand Communities Right, HBR, April, p. 105-111 7. Rajeev Batra, Aaron Ahuvia, & Richard P. Bagozzi (2012) Brand Love, Journal of Marketing, Volume 76 1 (March 2012), 1–16 8. Nina Diamond, John F. Sherry Jr., Albert M. Muñiz Jr., Mary Ann McGrath, Robert V. Kozinets, & Stefania Borghini (2009) A merican Girl and the Brand Gestalt: Closing the Loop on Sociocultural Branding Research, Journal of Marketing, Vol. 73 (May 2009), 118–134  <b>RP2</b>

Week 4 23.02	<p>Measuring sources of brand equity and measuring outcomes of brand equity</p> <ol style="list-style-type: none"> <li>9. Roedder, D., Loken, B., Kim, K., Monga, A. (2006) Brand Concept Maps: A Methodology for Identifying Brand Association Networks, <i>Journal of Marketing Research</i> 549 Vol. XLIII (November 2006), 549–563</li> <li>10. Dexter Berg J. et al (2007) Measuring Brand Health to Improve Top-Line Growth, <i>MIT Sloan Management Review</i>, Fall, p-61-68</li> </ol> <p><b>RP3</b></p>
Week 5 02.03	<p>Designing a branding strategy, brand architecture</p> <ol style="list-style-type: none"> <li>11. Muylle, S., Dawar, N., Rangarajan, D. (2012) B2B Brand Architecture, <i>California Management Review</i>, 54/2, 58-71.</li> <li>12. Balmer, J.M.T (2012) Corporate Brand Management Imperatives: Custodianship, Credibility, and Calibration, <i>California Management Review</i>, NO. 3, p.6-33</li> </ol>
Week 6 09.03	<p>Brand extensions, advantages and disadvantages of extensions</p> <ol style="list-style-type: none"> <li>13. Singh, J. et al (2012) New Brand Extensions, Patterns of Success and Failure, <i>Journal of Advertising Research</i>, June, p. 234-242</li> <li>14. Newmeyer, E. C.- Venkatesh, R. – Chatterjee, R. (2013): <b>Cobranding</b> arrangements and partner selection: a conceptual framework and managerial guidelines. <i>Journal of Academy of Marketing Science</i>, VOL. 42. 2014, pp. 103-118</li> </ol> <p><b>RP4</b></p>
Week 7 16.03	<p>Managing brands over time: reinforcing and revitalizing brands</p> <ol style="list-style-type: none"> <li>15. 5. Brown, Stephen, Sherry Jr., John F., Kozinets, Robert V. (2003) Teaching Old Brands New Tricks: Retro Branding and the Revival of Brand Meaning, <i>Journal of Marketing</i>, Vol. 67, Issue 3, p.19-33 Vol. 29, Nos. 1–2, 175–194</li> </ol> <p><b>RP5</b></p>
Week 8 23.03	<p>Managing global brands</p> <ol style="list-style-type: none"> <li>16. Isabelle Schuiling and Jean-Noël Kapferer (2004) Real Differences Between Local and International Brands: Strategic Implications for International Marketers, <i>Journal of International Marketing</i> Vol. 12, No. 4, 2004, pp. 97–112</li> </ol> <p><b>RP6</b></p>
Week 9 30.03	<p>Case discussion Luxury brands</p> <ol style="list-style-type: none"> <li>17. Young Jee Han, Joseph C. Nunes, &amp; Xavier Drèze (2010) Signaling Status with Luxury Goods: The Role of Brand Prominence <i>Journal of Marketing</i> Vol. 15 74 (July 2010), 15–3</li> <li>18. Anido Freire, N. (2014), "When luxury advertising adds the identity values of luxury: A semiotic analysis," <i>Journal of Business Research</i>, 67, 2666-75.</li> </ol>
Week 10 06.04	<p>Fundamentals of product design and packaging</p> <ol style="list-style-type: none"> <li>19. Brown, T. (2008) Design Thinking, <i>HBR</i>, June, p. 84-93</li> <li>20. Ogba, I. Johnson, R. (2010) How packaging affects the product preferences of children and the buyer behaviour of their parents in the food industry, <i>Young Consumers</i>, VOL. 11 NO. 1 2010, p.77-89</li> </ol> <p><b>RP7</b></p>
Week 11 13.04	<p>Innovation and new products Articles:</p> <ol style="list-style-type: none"> <li>21. Prahalad C.K., Mashelkar, R.A. (2010) Innovation's Holy Grail, <i>HBR</i>, July-August, p. 132-141</li> <li>22. Iyer B., Davenport T. (2008) Google's Innovation Machine, <i>HBR</i>, April, p.59-68</li> <li>23. Beverland, M.B, Napoli, J., Farrelly, F. (2010) Can all brands innovate in the same way? A typology of brand position and innovation efforts, <i>J PROD INNOV MANAG</i> 2010;27:33–48</li> <li>24. Lance A. Bettencourt, Scott, L. Bettencourt (2011) Innovating on the cheap, <i>Harvard Business Review</i>, June, 88-94</li> </ol>
Week 12 20.04	<p><b>No lecture-Spring break</b></p>

Week 13 27.04	The PLC curve New product development: process: idea management, screening new product ideas, concept development, business analysis and product testing  25. Christensen, C. M. et al (2005) Marketing Malpractice, HBR, December, p. 74-83 26. Nambisan, S., Sawhney, M. (2007) A Buyer's Guide to the Innovation Bazaar, June 2007   Harvard Business Review 109-118 <b>RP8</b>
Week 14 04.05	Managing the mature product, product elimination  27. Ramaswamy V., Gouillart, F. (2010) Building the Co-Creative Enterprise, HBR, October, p. 100-109  28. 15.Kumar, N.(2006) Strategies to Fight Low-Cost Rivals, HBR, December, p. 104-112 29. David J. Bryce Jeff rey H. Dyer, Nile W. Hatch (2011) Competing against free,, HBR, June, 104-111 30. Homburg, C., Fürst, A., Prigge, J. (2010) A customer perspective on product eliminations: how the removal of products affects customers and business relationships, J. of the Acad. Mark. Sci. 38:531–549 <b>RP9</b>
Week 15 11.05	Brand management systems <b>RP10</b> Course closure
Week 16 18.05	Final exam

The research project points will be distributed equally among group members unless the group notifies the instructor about their own decision of distributing the points. Please note that the maximum 25 points for one student cannot be exceeded.

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**

Keller K.L., Apéria T., Georgson, M. (2012) Strategic Brand Management, Prentice Hall, Chapters: 1,2,3,4, 9,11,12,13,14

Kotler, Ph., Keller, K.L. (2006) Marketing Management 12e, Ch. 10 (p.321-331) 12, 20

Cases will be distributed in class, other course materials will be uploaded to Moodle. (<https://moodle.uni-corvinus.hu>)

### **Recommended readings:**

Kapferer, J.N. The New Strategic Brand Management, A European Perspective, 2012, KoganPage

Baker, M., Hart, S. (2007) Product Strategy and Management, Prentice Hall

Morros, R. (2009) The Fundamentals of Product Design, AVA Publishing

Ulrich, K, -Eppinger, S, (2011) Product Design and Development , McGraw Hill

### 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)

### 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

## **Research projects**

### **RP1. Personal branding**

Explain the concept of personal branding and give a few examples for its potential use in business. What advice would you give students to build their own personal brand?

**Date of presentation: 09.02**

### **RP2. Lovemarks**

Describe the concept of lovemark. Explain the underlying theories such as brand love, brand attachment and brand romance. Pick a brand and show the kinds of relationships it may have with consumers. (Check Fournier's typology). In depth interviews with consumers are recommended.

**Date of presentation: 16.02**

### **RP3 Audio branding**

How does music impact brand equity? Pick a brand and using a brand equity model of your choice, show how different musical elements influence consumers' perception of the brand. Design a small scale experiment that investigates the impact of music. Based on secondary data and your primary research, make recommendations for this brand.

**Date of presentation: 23.02**

### **RP4 Co-branding**

Discuss the concept of co-branding. What are the conditions for a successful co-branding strategy? Find examples in several industries and draw general conclusions. Propose a new co-branding strategy and explain the advantages for both brands. How can it be launched to the market?

**Date of presentation: 09.03**

### **RP5 Brand heritage**

Discuss the concept of brand heritage. How does brand heritage is represented in brand museums? Visit a brand museum (for example Zwack) and based on your own observations and interviews with visitors analyze the role of the museum in forming brand image. How would you improve visitors' experience?

**Date of presentation: 16.03**

### **RP6. Global brands and emerging markets**

Using secondary data analyze the strategies used by global brands to expand in China and India. How can brands originating from emerging markets become global? What are the lessons for firms in developed markets?

**Date of presentation: 23.03**

### **RP7. Limited edition packaging**

Discuss the role of limited edition packaging.. Show examples from different product categories. What are consumers' motivations for buying products with limited edition packaging? Carry out a consumer study. Recommend a limited edition packaging for a brand of your choice.

**Date of presentation: 06.04**

**RP8. Creativity and new product development**

What is the role of creativity in new product development. Present the techniques of idea generation. Try to apply a few of those techniques in practice and based on your finding make a recommendation for the development of educational service.

**Date of presentation: 27.04**

**RP9. Product elimination**

Describe the product elimination phase in the PLC curve. What are the signs indicating the need for elimination? How should the product elimination process be planned? How do consumers perceive the deletion of familiar products and brands? Carry out a consumer survey to gain a better understanding about consumers' reaction to product elimination.

**Date of presentation: 04.05**

**RP10. Brand management systems**

Discuss the variety of product/ brand management systems, their relationship to corporate culture, corporate strategy. Pick 4 different (2 manufacturing and 2-service ) companies and show how the brand management system operates, what are the responsibilities and required skills of brand managers and what kind of challenges do they face? What differences do you see between manufacturing and service firms in terms of branding and brand management systems?

**Date of presentation: 11.05**

**293NMANV576M– Innovation Management**  
**Study program (MSc in Business and Management)**  
**Spring, 2016-2017**

<b>Course leader:</b>	János Kiss, Ph.D
<b>Department:</b>	Institute of Business Economics, Department of Logistics and Supply Chain Management.
<b>Office hours:</b>	Monday, 14:00-15:00
<b>Availability:</b>	Phone number: 482 5261 Room: 123.2 Email address: <a href="mailto:janos.kiss@uni-corvinus.hu">janos.kiss@uni-corvinus.hu</a>
<b>Course type:</b>	elective
<b>Prerequisites:</b>	Non
<b>Credits:</b>	
<b>Number of hours per semester</b>	43.5 2+2
<b>Time of class:</b>	Thursday, 15:30-17.00 and 17.20-18:50
<b>Venue:</b>	C. 425

**Aims and objectives and description of the course:**

To understand the broad concept of innovation: developing and launching something new successfully.  
To understand innovation management and strategies, which produce the main source of competitiveness.  
To get useful knowledge about key management practices used by well recognized, successful innovating companies.

**Learning outcomes:**

- systematic and critical understanding of the innovation management process and its institutional and competitive environment on global and national level
- environment scanning to identify signals about potential innovations
- evaluating alternative resources for innovation

**Course description**

The course is designed to introduce students to the main theories and concepts of innovation and provides basic understanding of how innovative activities are managed. Among other things it deals with the concepts of open innovation, disruptive innovation, social innovation and “frugal” innovation.

**Methodology to be used:**

The course will be composed of lectures and class discussions of case studies. Classes are not specifically divided into a lecture and seminar, they are a mixture of both.

**Detailed class schedule, 1<sup>st</sup> – 17<sup>th</sup> week:**

<b>Date of class</b>	<b>Topics to be discussed, readings required for the class</b>
Week 1 February 2	Introduction to innovation
Week 2 February 9	Key issues in innovation management. 1 Readings: Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 1
Week 3 February 16	Business Model Innovation, Disruptive Innovation Readings: Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 1
Week 4 February 23	Innovation as a core business process. Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 2
Week 5 March 2	Organizing for innovation Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 3
Week 6 March 9	Innovation Strategy Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 4
Week 7 March 16	Midterm exam Innovation Strategy 2
Week 8 March 23	Sources of innovation, Open innovation Readings: Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 5 and 10
Week 9 March 30	Innovation collaborations Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 6 and 10
Week 10 April 6	Frugal Innovation Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 5 <a href="https://hbr.org/2015/07/engineering-reverse-innovations">https://hbr.org/2015/07/engineering-reverse-innovations</a>
Week 11 April 13	Spring break
Week 12 April 20	Managing the new product development process Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 9
Week 13 April 27	Profiting from innovation Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 12 and 13 National system of innovation Readings: Andersen, E. S. and Lunvall, B-A eds, (2002): Special issue of national system of innovation, Research Policy, (February)
Week 14 May 6	Exploiting entrepreneurship and new ventures Tidd, Joe and Bessant, John (2013) Managing innovation 5 <sup>th</sup> edition, Wiley, Chichester, chapter 11

	Innovation and sustainability Readings: Nidomulu, C K Prahalad, M R Rangaswami (2009) Why sustainability now the key driver of innovation, Harvard Business Review, September, pp. 57-64
Week 15 May 13	Summary
Week 16 May 20	Final exam
Week 17 May 27	Make-up exam

### **Assignments:**

Homework 1 Invent a new product or service. Describe the origin of the idea, the main characteristics of the new product/service, the crucial advantages of the product/service, the financial resources and the market introduction. Group work (maximum 3 students). Maximum 15 points will be given by the professor. The paper (8-10 pages) is expected to hand in on the 6<sup>th</sup> week of the semester. The presentations (15 minutes per a group) will be held on the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> week of the semester.

Homework 2 Describe your country's innovation system. Group work (maximum 3 students). A presentation about the main characteristics of the national innovation system is expected. The paper (8-10 pages) is expected to hand in on the 11<sup>th</sup> week of the semester. The presentations (15 minutes per a group) will be held on the 11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> week of the semester. Maximum 15 points will be given.

The course has a midterm and a final written test on the 7<sup>th</sup> and 16<sup>th</sup> week (80 minutes each), maximum 25-25 points will be given. The subjects of the midterm and final written tests are based on the assigned chapters of the compulsory textbook and the slides of the course. On the 17<sup>th</sup> week of the semester final exam will be held for those students who would miss one of the exams.

In case of cheating during exams and/or plagiarism there is an automatic assignment of F grade.

### **Grading:**

20% class attendance and participation

30% homework and presentation

25% mid-term exam

25% final exam

According to academic regulations, students may miss a maximum of 25% of the classes. After having missed 25% of the classes, the professors have the right to give the student an "F", "1" or an "N" grade.

### **Compulsory reading:**

Tidd, Joe and Bessant, John (2013) Managing innovation 5<sup>th</sup> edition, Wiley, Chichester

### **Recommended readings:**

Andersen, E. S. and Lunvall, B-A eds, (2002): Special issue of national system of innovation, Research Policy, (February)

Robert A. Burgelman, Clayton M. Christensen, Steven C. Wheelwright, (2009): Strategic Management of Technology and Innovation, McGraw-Hill, New York

Chesbrough, H. W. (2003), The era of open innovation, Sloan Management Review, 44(3), 35-41  
 Dodgson, M. et al (2008), The management of technological innovation. Strategy and practice, Oxford University Press,  
 Narula, R. and Duysters, G. (2004), Globalization and trends in international R&D alliances. Journal of International Management, Vol. 10, pp. 199-218  
 R. Nidomulu, C K Prahalad, M R Rangaswami (2009) Why sustainability now the key driver of innovation, Harvard Business Review, September, pp. 57-64  
 von Hippel, Eric (1988) The sources of innovation, Oxford University Press, chapter 8  
 von Zedtwitz, M., Gassmann, O. and Boutellier, R. (2001) Organizing global R&D: challenges and dilemmas, Journal of International Management. Vol. 10. pp. 21-49

**Grading scale:**

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

# COM 728 - Management Information Systems

## BA in Business and Management

### Spring Semester, 2016/2017 Academic Year

<b>Course leader:</b>	Andrea Kő, Professor
<b>Lecturer(s):</b>	Réka Vas, Associate Professor
<b>Department:</b>	Department of Information Systems
<b>Office hours:</b>	Réka Vas, Monday 10.00-11.00, Room: 223 Sínház Bldg. 2. floor
<b>Availability:</b> Réka Vas	Phone number: 482-74-12 Room: 223 Sínház Bldg. 2. floor Email address: reka.vas@uni-corvinus.hu
<b>Number of hours per semester</b>	43.5 hours per semester; 2+2
<b>Time of class:</b>	Thursday, 11.40-13.10, and 13.40-15.10
<b>Venue:</b>	Sínház Bldg. 1. floor, Room 118

#### **Aims and objectives and description of the course:**

The Management Information Systems course provides a good understanding of the role of information technology in the modern organization. It covers more or less all areas where a manager can come across with information systems. The objective of this course is not to create CIOs, it is rather to enable students to understand opportunities and threats that are coming along with IT. They have to sharpen their knowledge about new technologies, get open minded for changes, and discover the effects of changes on organizations.

#### **Learning outcomes:**

Students finishing this course will:

- understand the most important aspects of information technology
- understand the support role that ISs and IT play in the organization
- understand interrelations of information technology with other related management areas
- recognize the relationship between performance, organizational pressures, and responses and technology
- understand how successful information systems are built, used, and managed
- recognize and avoid unsuccessful systems and failures

#### **Course description**

Globalization of the world leads to an increase in competition and dynamism of markets. To secure competitive advantage many organizations formulate a strategy where the use of information systems (IS) is obligatory to achieve the desired results. Additionally, information is seen as one of the most important factors influencing the future of organizations. Consequently, the employment of information technology (IT) is still on the increase. The application of IT in all sorts of social, political, and business activities is broader than it used to be. But still, a clash between the opportunities IT offers and the

application of such technology in business can be seen. To reduce this clash in today's corporations a new profession evolved: the Chief Information Officer (CIO). His job is to use his IT and business knowledge to find and create opportunities for the corporation to employ these technologies. The CIO's ideas have to be communicated to top management to ensure an effective and efficient use of IT in the organization. The most important areas where a manager can come across with information systems are covered in the course. Information management will be introduced in the sense of managing information as a resource. Information strategy planning will be discussed also in the context of strategic planning. Data management, Business Intelligence, Corporate Performance Management, Electronic commerce and Mobile and Pervasive Computing are strategic means of Information Systems covered by the course. Further aspects included are: the analysis, design, and implementation of ISs, networked computing, infrastructure management, control and security of ISs, and the impact of IT on individuals, organizations, and society.

**Methodology to be used:**

The course builds upon interactive and creative teaching methods, that is – instead of lecturing and passive knowledge transfer – common thinking (with individual research in the background). On-line e-learning tools are also intensively used (CooSpace). The major part of the classes will be based on group problem solving. The textbook used is well known and widely used both in the US and Western Europe. Class attendance and participation, independently processing of the related literature, using distant learning tools, presentations, and writing short essays are the common forms of teaching and learning. Class attendance is compulsory; absence is kindly requested to be reported in advance.

**Detailed class schedule, 1<sup>st</sup> – 15<sup>th</sup> week:**

<b><u>Date of class</u></b>	<b><u>Topics to be discussed, readings required for the class</u></b>
Week 1 02/02/2017	<i>Session 1-2:</i> Introduction. Why to study? Topics covered during the course, students' expectations, and course requirements.
Week 2 09/02/2017	<i>Session 1-2:</i> IT Infrastructure and Support Systems – Information Systems and IT infrastructure
Week 3 16/02/2017	<i>Session 1-2:</i> Business Process Management
Week 4 23/02/2017	<i>Session 1-2:</i> Data and Network Management
Week 5 02/03/2017	<i>Session 1-2:</i> Operational Planning and Enterprise Information Systems
Week 6 09/03/2017	<i>Session 1-2:</i> Operational Planning and Supply Chain Management
Week 7 16/03/2017	<i>Session 1-2:</i> Operational Planning and CRM <i>Session 2:</i> MIDTERM EXAM

Week 8. 23/03/2017	Session 1-2: Decision Support Systems
Week 9 30/03/2017	Session 1-2: Business Intelligence
Week 10 06/04/2017	Session 1-2: E-Business and E-Commerce
Week 11 13/04/2017	Session 1-2: Mobile Computing, Web 2.0 and Social Media
Week 12 20/04/2017	SPRING BREAK
Week 13 27/04/2017	Session 1-2: IT Strategic Planning and Acquisition
Week 14 04/05/2017	Session 1-2: IT Implementation and Project Management
Week 15 11/05/2017	Final exam
Week 16	Make-up exam

**E-learning site of the course:**

<http://coo.uni-corvinus.hu/>

**Assignments:**

The major part of the classes will be based on individual or group problem solving. Students have to prepare assignments (papers with 2-3 pages) for some of the classes, according to the detailed weekly program. Each complete and relevant paper submitted in time equals 5% of the final grade. Class participation will also be evaluated.

**Assessment, grading:**

**Exams**

The midterm and the final exams are written exams each lasting for 60 minutes. Both consist of 10 multiple choice test questions (each worth 1 point) and 4 essay questions (each worth 5 points). Each point equals 1 percent of the final grade.

**Grading**

Midterm Exam	25%
Final Exam	25%
Assignments (10)	50%

### Compulsory readings:

Textbook:

Efraim Turban, Linda Volonino, Gregory R. Wood (2015): Information Technology for Management: Advancing Sustainable, Profitable Business Growth, 10th Edition International Student Version, Wiley  
Additional material, case studies, assignments are available on the official website of the textbook: (<http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118092252&bcsId=6840>)

### Recommended readings:

Laudon & Laudon: Management Information Systems: Managing the Digital Firm, 13/E, ISBN-10: 0133050696, ISBN-13: 9780133050691, Prentice Hall, 2014

### Grading:

#### International grading scale

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

#### 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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

**Online and Digital Marketing**

**Syllabus  
2016/2017 Spring 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**

Lecture: Wednesday 9:50-11:20 (C.2.204)

Seminar: Wednesday 11:40-13:10 (C.2.204)

**Course responsible: Ákos Varga, Ph.D.**

**Availabilities:**

<b>Name</b>	<b>Office hours</b>	<b>Room</b>	<b>E-mail</b>
Ákos Varga	Tuesday 15:20-16:20 Appointment: <a href="http://goo.gl/jVNyGV">http://goo.gl/jVNyGV</a>	E.337	akos.varga2@uni-corvinus.hu

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 many areas of the online and digital marketing (e.g. E-business, online pricing, web shops, e-bay, strategic online marketing, search engine marketing). Students can also apply to give short theoretical presentations as part of the lecture, thus they can achieve extra points.

The course will provide **considerable** practical and theoretical workload for students including small exercises, project work, group presentation, article summaries.

#### 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, workshops, discussions, podium talks 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. Feb. 1.	Introduction to online and digital marketing course	
2. Feb. 8.	Past, present and future of digital marketing: Trends and insights	Forming the working groups Discussion of the group projects Content Management
3. Feb. 15.	Information sources in online marketing planning	Examining the power of eWOM
4. Feb. 22.	A strategic approach to electronic marketing (situation analysis, objectives, strategy, tactics, organization, control)	Panel discussion #1
5. March. 1.	E-business and online marketing	Panel discussion #2
6. March. 8.	Mobile marketing	Panel discussion #3
7. March. 15.	National holiday – no class	
8. March. 22.	Content marketing	Panel discussion #4
9. March. 29.	Selling online, the e-distribution: E-bay and others	Panel discussion #5
10. April 5.	Social Media Marketing	project consultation
11. April 12.	Facebook, Twitter, LinkedIn, Youtube and the blogosphere - Social Media as a 360° integrated communication tool	project consultation

April 19.	Spring break – no class	
12. April 26.	Creating reality online – how the internet changes the reality around us	project consultation
13. May 3.	Student project presentations	
14. May 10.	Summary, evaluation, take away notes	

***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
Online marketing plan project:	18 points
Podium talks project:	32 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).

Any student who has missed more than 25% of the classes (i.e. 3 seminars within the 14 week teaching period) should get a "not signed" grade.

**Semester activity:**

**Group projects - working group size is 5 students**

***1) Online marketing plan (18 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 (4 points), Campaign management (6 points) Final presentation (8 points).

## **2) Podium talks (32 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 on 4 seminars: (1) organizer and moderator role (2) academic, scientific role (3) professional, practical role (4) professional reflection writer (this one is an individual assignment).

### 1. Discussion organizer and moderator (8 points)

In this role the group must provide the frame for the weekly topic: introduce the academic and the professional presentations, connect them and motivate the audience to participate. They have the opportunity to work together with the two other preparing teams (e.g. academic and professional).

Their role is to inspire, and maintain a debate and discussion. Recommended tools for motivation: games, competitions, kahoot.it, etc.

### 2. Academic, scientific role (8 points)

In this role the team must present the scientific article for the class in 15-20 minutes.

### 3. Professional, practical role (8 points)

In this role the team must illustrate the weekly topic with professional examples. It could be one case, multiple examples, or they can invite a professional expert in the actual topic. Their time limit is 15-20 minutes.

### 4. Individual reflection writing (8 points)

During the panel discussions the team in this role must pay special attention, since they have to write a summarizing essay about both presentations and the conclusions. This is an individual work, each team member should write this essay individually! The members should add their own professional insights, experiences, thoughts; furthermore, they should add further relevant (academic) resources what they have found.

The essay should be 2 to 3 pages.

## Panel discussion groups

	Discussion organizer and moderator	Academic, scientific role	Professional, practical role	Individual reflection writing
Panel discussion 1 – Online marketing strategy (22th February)	Group 1	Group 5	Group 2	Group members 4
Panel discussion 2 – E-business and online marketing (1th March)	Group 2	Group 4	Group 3	Group members 1
Panel discussion 3 – Mobile marketing (8th March)	Group 3	Group 2	Group 1	Group members 5
Panel discussion 4 – Content marketing (22th March)	Group 4	Group 3	Group 5	Group members 2
Panel discussion 5 – e-wom (29th March)	Group 5	Group 1	Group 4	Group members 3

## Scientific articles:

### Panel discussion 1 – Online marketing strategy (22th February)

Schwarzl, S., & Grabowska, M. (2015). Online Marketing Strategies: The Future Is Here. *Journal Of International Studies*, 8(2), 187-196.

Costa-Sánchez, C. (2017). Online Video Marketing Strategies. Typology by Business Sector. *Communication & Society*, 30(1), 17-38. doi:10.15581/003.30.1.17-38

### Panel discussion 2 – E-business and online marketing (1th March)

Mazzarol, T. (2015). SMEs engagement with e-commerce, e-business and e-marketing. *Small Enterprise Research*, 22(1), 79-90

Leyton, D., Pino, J. A., & Ochoa, S. F. (2015). EBAM: Technology Acceptance in E-Business Environments. *Information Systems And E-Business Management*, 13(2), 211-234. doi:http://dx.doi.org/10.1007/s10257-014-0255-2

### Panel discussion 4 – Content marketing (22th March)

Angel Wong An, K., & Rashad, Y. (2015). The Review of Content Marketing as a New Trend in Marketing Practices. *International Journal Of Management, Accounting & Economics*, 2(9), 1055-1064

PAŽĖRAITĖ, A., & REPOVIENĖ, R. (2016). Content marketing elements and their influence on search advertisement effectiveness: theoretical background and practical insights. *Management Of Organizations: Systematic Research*, (75), 97-109. doi:10.7220/MOSR.2335.8750.2016.75.7

Panel discussion 5 – e-wom (29th March)

Lopez, Sicilia (2016): WOM Marketing in social media. In P. De Pelsmacker (Ed.), *Advertising in new formats and media: Current research and implications for marketers*. Emerald Publishing.

Horváth D., Mitev A. (2016): Internet Memes: The Meteorites of the Online World. Spontaneous Online Content with Corporate Relevance. In P. De Pelsmacker (Ed.), *Advertising in new formats and media: Current research and implications for marketers*. Emerald Publishing.

Timetable for panel discussions – topics, roles, dates:

	Discussion organizer and moderator	Academic, scientific role	Professional, practical role	Individual reflection writing
Group 1	Panel discussion 1 – Online marketing strategy (22th February)	Panel discussion 5 – e-wom (29th March)	Panel discussion 3 – Mobile marketing (8th March)	Panel discussion 2 – E-business and online marketing (1th March)
Group 2	Panel discussion 2 – E-business and online marketing (1th March)	Panel discussion 3 – Mobile marketing (8th March)	Panel discussion 1 – Online marketing strategy (22th February)	Panel discussion 4 – Content marketing (22th March)
Group 3	Panel discussion 3 – Mobile marketing (8th March)	Panel discussion 4 – Content marketing (22th March)	Panel discussion 2 – E-business and online marketing (1th March)	Panel discussion 5 – e-wom (29th March)
Group 4	Panel discussion 4 – Content marketing (22th March)	Panel discussion 2 – E-business and online marketing (1th March)	Panel discussion 5 – e-wom (29th March)	Panel discussion 1 – Online marketing strategy (22th February)
Group 5	Panel discussion 5 – e-wom (29th March)	Panel discussion 1 – Online marketing strategy (22th February)	Panel discussion 4 – Content marketing (22th March)	Panel discussion 3 – Mobile marketing (8th March)

Evaluation: 8 points for each role.

**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, e.g. applying to give theoretical presentation as part of the lecture (highlighting cultural differences regarding to the weekly topic).

### **Compulsory readings:**

- Rob Stokes (2013): eMarketing: The essential guide to digital marketing, 5<sup>th</sup> 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](http://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	<b>A+</b>
94-96	<b>A</b>
90-93	<b>A-</b>
87-89	<b>B+</b>
84-86	<b>B</b>
80-83	<b>B-</b>
77-79	<b>C+</b>
74-76	<b>C</b>
70-73	<b>C-</b>
67-69	<b>D+</b>
64-66	<b>D</b>
60-63	<b>D-</b>
0-59	<b>F</b>

### 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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

Budapest, January 12<sup>th</sup>, 2017

Ákos Varga, Ph.D.

**293NBUSK660M – Business Communication and Strategy**  
**Study program (Msc. in Marketing)**  
**Fall 2017/2018**

<b>Course leader:</b>	Dóra Horváth, Ph.D.
<b>Lecturer(s):</b>	Dóra Horváth, Ph.D. Tamás Csordás, Ph.D.
<b>Department:</b>	Institute of Marketing and Media Department of Marketing, Media, and Design Communications
<b>Office hours:</b>	tbd
<b>Availability:</b>	Phone number: + 3614825141 (D. Horvath) dora.horvath@uni-corvinus.hu, tamas.csordas@uni-corvinus.hu <a href="http://marketing.uni-corvinus.hu">http://marketing.uni-corvinus.hu</a> <a href="http://facebook.com/corvinusmarketing">http://facebook.com/corvinusmarketing</a>
<b>Course type:</b>	core
<b>Prerequisites:</b>	
<b>Credits:</b>	
<b>Number of hours per semester</b>	29
<b>Time of class:</b>	Thursday, 9.50-11.20; 11.40-13.10
<b>Venue:</b>	C 108

**Aims and objectives and description of the course:**

This is a communications management, especially practice-oriented course. The overall aim is to create a deep understanding of marketing communication planning and evaluation in general, and to make participants of the course able to efficiently translate local specialties into international communication programs with respect to cultural differences

**Learning outcomes:**

This is an especially practice-oriented communications management course. All theoretical frameworks will be illustrated by real-life examples; participants of the course will solve practical, actual communications problems and dilemmas. The course is designed to provide help for the student:

1. To achieve an understanding of advertising
  - a. as a part of the overall marketing strategy
  - b. as a part of the overall communications mix
2. To understand the basic elements of corporate communication planning and decision making, their underlying structure and theoretical base

3. To provide a framework and knowledge with which to make more effective communications decisions (including: selecting appropriate message, execution and media)
4. To improve communication skills and team spirit by analyzing, writing presenting cases and projects

### **Course description**

This communications course takes a managerial perspective, where participants learn the major questions and criteria of managerial decision making in the company in terms of

- communications strategy formation
- selection of communication tools and CI elements
- communications agency selection

### **Methodology to be used:**

The course is a combination of short lectures, 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 advertising 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 (e.g. product, market, cultural setting, brand, piece of advertisement, etc.) and group discussion of the illustration.

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

**Detailed, tentative class schedule, 1<sup>st</sup> – 14<sup>th</sup> week:**

Week	Topic	Student assignments
Week 1. September 7.	Introduction to the course Introduction to corporate and business communications 21st century marketing challenges & their implication on marketing communications	Introduction of participants
Week 2. September 14.	Communication and the company; The role of marketing communications in the marketing-mix; Marketing communications and advertising	Forming 4-member groups
Week 3. September 21.	Classical advertising in the 21st century	<b>Emergence of the new media –Why / How would the traditional media remain in a business communication strategy?</b> (Theoretical presentation 1.)
Week 4. September 28.	Emerging communication tools: direct marketing; one-to-one communication Writing DM letters	<b>Effective DM (direct marketing) solutions in the digital age</b> (Theoretical presentation 2.)
Week 5. October 5.	Creative perspectives in business communications: Theory and Practice (guest speaker)	
Week 6. October 12.	Co-creation in branding, branding online; Consumer tribes, Brand communities and the firm	<b>Corporate communication space for consumers – empowered audiences</b> (Theoretical presentation 3.)
Week 7. October 19.	Assigning advertising tasks; Communication industry – major players; The brief	Briefing and re-briefing in-class exercise
Week 8. October 26.	Integrated marketing communications	<b>Can memes become advertising?</b> (Theoretical presentation 4.)
November 2.	<b>(Fall break)</b>	
Week 9. November 9.	Co-created research – workshop & discussion	
Week 10. November 16.	Design communications; Design, Image, Identity	<b>Voluntary advertising by audiences – Consumer-generated advertising</b> (Theoretical presentation 5.)
Week 11. November 23.	Aspects of media planning: Criteria for choosing appropriate media (guest speaker)	
Week 12. November 30.	Workshop and consultation for final project	
Week 13. December 7.	Project presentations  Discussion, evaluation	Project presentations by groups, peer evaluations
Week 14. (1st week of examination period)	Final exam	
Examination period	Make-up exam dates	

## **Assignments:**

### **Student presentations and home assignments**

Sessions will be introduced by theoretical summaries given by students and homework assigned in the first week. Topics and timing will be published according to the number of applicants!!

### **Theoretical presentation**

Communication today only works if the audiences are involved. The same way, theoretical presentations are for actively involving all members of the group. The group is to introduce a current business communication issue to the group (see weekly schedule).

The task is twofold:

First, it is the given group's task to point out relating theoretical frameworks and illustrations, then they have to give out and conduct a relating in-class task to the rest of the class, that actively involves all listeners. The task has to directly relate to the presented topic.

Evaluations based on:

- content
- quality of presentation
- relation of the presented theory and task
- level of involvement

Evaluation published after the last presentation

### **Individual research task**

**Information & guidelines will be provided on Moodle at the beginning of the semester.**

### **Student project:**

**The course is accompanied with a comprehensive task that students will have to solve in a small group. Information & guidelines will be provided on Moodle at the beginning of the semester.**

Format:

20-minute presentation + 10-minute discussion

Slides + argumentations under slides in pdf format, to be uploaded onto Moodle

## **Assessment, grading:**

1. Individual research task and home assignments 20 %
2. Theoretical presentation: 10 %
3. Project work: 30 %
4. Written exam: 40 % - (students are required to obtain at least 20 points at the final exam to receive a pass grade, independently of their overall score)

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!

### **Compulsory readings:**

Dahlén, Micael, Lange, Fredrik, & Smith, Terry (2010). Marketing communications: a brand narrative approach. Chichester, UK: John Wiley & Sons. ISBN 978-0-470-31992-5

+ Additional scholarly articles indicated and discussed in class throughout the semester

### **Recommended 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 (or later editions)

Duncan, T. R. (2002). IMC: Using advertising and promotion to build brands. Irwin: McGraw-Hill.

Steel, J. (1998). Truth, lies, and advertising: the art of account planning. Wiley.

Lane, R., King, K., Reichert, T. (2010). Kleppner's advertising procedure. Prentice Hall (18th edition)

Further articles will be indicated and recommended during 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.

**Grading:** Please refer to the ISP’s official grading scale and conversion table below.

**Grade Conversion Table for FBA Programs and Courses taught in English**

<i>Percentage achieved</i>	<i>Hungarian Grade</i>	<i>ECTS equivalent</i>	<i>International grade</i>	<i>Explanation for the Hungarian grade</i>
97-100	<b>5</b>	<b>A</b>	<b>A+</b>	<b>Excellent</b>
94-96			<b>A</b>	
90-93			<b>A-</b>	
87-89			<b>B+</b>	
84-86	<b>4</b>	<b>B</b>	<b>B</b>	<b>Good</b>
80-83			<b>B-</b>	
77-79			<b>C+</b>	
74-76	<b>3</b>	<b>C</b>	<b>C</b>	<b>Satisfactory</b>
70-73			<b>C-</b>	
67-69			<b>D+</b>	
64-66	<b>2</b>	<b>D</b>	<b>D</b>	<b>Pass</b>
60-63			<b>D-</b>	

0-59	1	F	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)

# GLOBAL ANTI-CORRUPTION BUSINESS AND GOVERNANCE STRATEGIES

## CODE 293NBUSV500M

<b>Instructor:</b>	Prof. Dr. Alan JEFFREY
<b>Department:</b>	<b>Business and Management - International Study Programs</b>
<b>Semester:</b>	Fall, 2017
<b>Course type:</b>	Elective
<b>Credits / ECTS credit:</b>	6
<b>Level:</b>	Master
<b>Availability:</b>	Room E163 E-Mail: <a href="mailto:alansview@yahoo.co.uk">alansview@yahoo.co.uk</a>
<b>VENUE</b>	To be confirmed
<b>Number of sessions per semester:</b>	29 (14 lectures, 1 exam, 14 seminars)

### **PREREQUISITES:**

Ability to write and speak in English.

### **DESCRIPTION:**

THE COURSE WILL COMMENCE WITH AN OVERVIEW OF CORRUPTION, ITS VARIOUS FORMS AND TYPES AS IT APPLIES TO THE BUSINESS WORLD GLOBALLY AND REGIONALLY, MOVING ON TO DEFINE THE PROBLEMS ASSOCIATED WITH TACKLING THESE TYPES AND THE CONTINUING NEED FOR GOVERNMENTAL PARTICIPATION AND DEVELOPMENT ON A GLOBAL SCALE IN ORDER TO ADDRESS AND EMPOWER AGAINST CORRUPTION AND CORRUPT PRACTICES. THE COURSE WILL CONSIDER WHAT CORRUPT PRACTICES ARE COMMON GLOBALLY, AS WELL AS DISTINCT PROBLEMS AND ISSUES ASSOCIATED WITH PARTICULAR REGIONS OR ECONOMIES, SUCH AS DEVELOPING ECONOMIES. THERE WILL ALSO BE AN EXAMINATION OF THE EU'S STRATEGY AND CONTRIBUTION, AS WELL AS THE ROLES OF THE INTERNATIONAL COMMUNITY IN TERMS OF ORGANIZATIONS SUCH AS MULTILATERAL AGENCIES AND DONORS. POLITICAL EFFORTS BY WAY OF IMPROVING PUBLIC ADMINISTRATION TRANSPARENCY AND ACCOUNTABILITY WILL BE CONSIDERED AND THE COURSE WILL CONCLUDE WITH CONSIDERATION OF THE OBSTACLES TO REFORM AND THE ANTICIPATED FUTURE STRATEGIES TO MAXIMISE POTENTIAL IMPACT IN GOVERNANCE AND BUSINESS PRACTICES.

### **AIMS**

1. TO ENABLE STUDENTS TO GAIN BASIC UNDERSTANDING OF THE POLITICAL AND LEGAL ROLE OF GOVERNMENTS AND BUSINESSES IN SEEKING TO ERADICATE CORRUPT PRACTICES, INCLUDING EXPOSURE AND FORMS OF PUNISHMENT.
2. TO PROVIDE STUDENTS WITH AN UNDERSTANDING OF THE REGIONAL AND GLOBAL COMMON AND INDIVIDUAL PROBLEMS OF CORRUPT PRACTICES INCLUDING THOSE PROBLEMS PARTICULARLY ASSOCIATED WITH MANY DEVELOPING ECONOMIES.
3. TO EQUIP STUDENTS WITH THE REQUIRED KNOWLEDGE, SKILLS AND ABILITIES TO PERMIT THEM TO PROCEED, IF DESIRED, TO FURTHER SPECIALIST STUDIES.

## **OBJECTIVES/OUTCOMES**

1. TO DEMONSTRATE AND FOSTER THE UNDERSTANDING AND APPLICATION OF CONCEPTS, CRITICAL REASONING, PROBLEM SOLVING SKILLS AND THE SYNTHESIS OF KNOWLEDGE WITH RESPECT TO
  - (A) THE CONCEPT OF LEGAL, ECONOMIC AND POLITICAL INTEGRATION OF GLOBAL PRACTICES WHICH ARE COMMON, THROUGH LAW;
  - (B) POLITICAL AND BUSINESS ACCOUNTABILITY;
  - (C) ASPECTS OF CORRUPT PRACTICES WHICH ARE GLOBALLY COMMON AND REGIONALLY UNIQUE AND THEIR RESPECTIVE ASSOCIATIVE REASONS;
  - (D) THE EVOLUTION OF ANTI-CORRUPTION STRATEGIES TO EXPOSE, PUNISH AND ERADICATE IT IN ITS VARIOUS FORMS.
  
2. TO BE ABLE TO
  - (A) UTILISE PROBLEM-SOLVING AND ANALYTICAL TECHNIQUES;
  - (B) DEVELOP ARGUMENT FROM A TELEOLOGICAL PERSPECTIVE;
  - (C) UTILISE SOCIO-POLITICAL MATERIAL TO ASSIST IN THE INTERPRETATION OF LAW, AND;
  - (D) DEVELOP THEIR WRITTEN AND ORAL PRESENTATIONAL SKILLS.

## **TEACHING AND LEARNING METHODS:**

The course will consist of a combination of lectures and seminars. Through case studies, class discussions and group projects, students will learn and develop the skills needed to analyse, plan and organise practical solutions to problems beset by legal, economic and political integration issues and situations.

## **Schedule of Classes**

<b><u>Date of class</u></b>	<b><u>Topics to be discussed, readings required for the class</u></b>
Week 1	Corruption in Business – A Historical Overview and History
Week 2	Problems of Empowerment to Tackle Corrupt Practices Globally/Regionally
Week 3	Direct Effect and Related Actions Arising From the 2016 Summit Onwards
Week 4	Participation and Development on a Global Scale – The Story So Far
Week 5	Developing Economies – Selected Examples of Corrupt Practices/Issues
Week 6	Corruption in Europe – the EU's Strategy
Week 7	Corruption in Continents – A comparative Study
Week 8	International Support for the Rule of Law in Definitive Terms of Exposure, Punishment and Eradication of Corrupt Practices
Week 9	Holiday
Week 10	Transparent and Accountable Public Administration, The Major Obstacles to Reform
Week 11	Leading Multilateral Agency Views on Corruption
Week 12	The Role of the International Donor Community
Week 13	Presentations of Group Topics
Week 14	Future Potential/Likely Strategies
Week 15	<b>Final Exam</b> Make-up exam (if applicable) TBA

## **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 **up to 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 **2** 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). 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:**

Smith, B.C.: *Good Governance and Development* (1<sup>st</sup>. Edition, Palgrave MacMillan, 2007, ISBN 978-0-230-52566-5).

**RECOMMENDED READING:**

Needle, David: *Business in Context: An Introduction to Business and its Environment* (6<sup>th</sup>. Edition, CENGAGE Learning, 2015, ISBN 978-1-4080-9521-8).

**ASSESSMENT:**

Structure:

Comprehensive open-book exam	75%
Group presentation	15%
Class participation (Seminars)	10%

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

## Course code (293NECOV750M)

### “DOING BUSINESS IN EMERGING MARKETS”

#### Study program: “Elective” (Fall 2017/2018)

<b>Course leader:</b>	Mr. John McGaw M.A.
<b>Lecturer(s):</b>	As above
<b>Department:</b>	CEO. Golden Oryx Business Development. United Arab Emirates
<b>Office hours:</b>	On request
<b>Availability:</b>	Via email Room: TBA Email address: john.mcgaw2@uni-corvinus.hu
<b>Course type:</b>	Elective, BSc course
<b>Prerequisites:</b>	No prerequisites
<b>Credits:</b>	6 ECTS
<b>Number of hours per semester</b>	Total number of lectures (one timeslot a week lecture = $1.5 \times 14 = 21$ ) and seminars (one timeslot a week seminar = $1.5 \times 14 = 21$ ) + 2 timeslots for the exams ( $1.5 \times 2 = 3$ ) = $21+21+3=$ <b>45 hours per semester</b>
<b>Time of class:</b>	Commencing Thursdays (7 <sup>th</sup> September-lecture) and Fridays (8 <sup>th</sup> September-seminar) 09.50 – 11.20
<b>Venue:</b>	Thursdays: C205 (New Building. Kozraktsr u. 2-6) Fridays: C106 (New Building. Kozraktar u. 2-6)

#### **Aims and objectives and description of the course:**

This course is an important companion for everyone interested in how to do business in Emerging Markets (EM). Accounting for half of the globe’s population, emerging economies contribute more to world GDP than advanced nations whilst growing at a faster pace. Indeed, over the next two decades, most of the world’s growth is expected to occur in today’s Emerging Markets.

Despite the enormous potential for markets, traders, producers and investors, the objectives of the course are to teach students seeking to engage in Emerging Markets to be aware of the political, legal, cultural, economic and regulatory risks which their time and investments might entail.

This course provides the perfect preparation for profitable steps into future growth and success in Emerging Markets.

**Learning outcomes:**

Students will acquire knowledge of:

- ✓ Emerging Market characteristics
- ✓ How to access capital markets
- ✓ Characteristics of and challenges for Emerging Market companies
- ✓ Entry strategies for Emerging Markets
- ✓ Building and managing relationships in Emerging Markets

Students will acquire skills in:

- ✓ Managing political and legal risks
- ✓ Managing cultural issues
- ✓ Taking advantage of opportunities in Emerging Markets
- ✓ Adapting business models to Emerging Markets
- ✓ Negotiating Processes and preparing for success

**Course description:**

The course is a combination of lectures and seminars and may also include guest speakers. It provides participants with the understanding of how to prepare themselves for the diverse cultures, business customs and practices, and the political and geographical environments in Emerging Markets.

Lectures are held through slide presentations and videos detailing different aspects for preparing to do business in EM. Seminars will expand on the lecture material in order to compare with real world illustrations via case studies, personal experiences and group discussions based on findings by participants.

**Methodology to be used:**

- Lectures
- Class discussions
- Group work
- Student presentations
- Case studies
- Personal experiences

**Detailed class schedule, 1<sup>st</sup> – 15<sup>th</sup> week:**

<b><u>Date of class</u></b>	<b><u>Topics to be discussed, readings required for the class</u></b>
Week 1 (7/8 Sept)	Overview of Emerging Markets <a href="#">Seminar: Mega Cities in Emerging Markets</a>
Week 2 (14/15 Sept)	Historical Background <a href="#">Seminar: Student individual EM PPP's</a>
Week 3 (21/22 Sept)	Emerging Market Economies <a href="#">Seminar: Case Study - Tata Group</a>
Week 4 28/29 Sept)	MENA and Sub-Saharan Africa <a href="#">Seminar: Case Study – Ghana</a>

Week 5 (5/6 Oct)	BRIC's and Latin America <a href="#">Seminar: Mr. Gerold Pankl. Entrepreneur businessman in Paraguay and Latin America.</a>
Week 6 (12/13 Oct)	ASEAN Countries <a href="#">Seminar: TBC</a>
<b>Week 7 (19/20 Oct)</b>	<b>Mid-term Exams</b>
Week 8 (26/27 Oct)	Opportunities and Organizational Readiness in Emerging Markets <a href="#">Seminar: Case Study - Lendahand</a>
Week 9 (2/3 Nov)	Assessing Risk in Emerging Markets <a href="#">Seminar: Mr. Ivan Novak. Retired Diplomat. Stationed in Iran and UAE.</a>
Week 10 (9/10 Nov)	Negotiation Processes <a href="#">Seminar: China in Africa and Latin America</a>
Week 11 (16/17 Nov)	Building Relationships in Emerging Markets <a href="#">Seminar: Mr. Laszlo Czirjak. Founder and CEO of iEurope.</a>
Week 12 (23/24 Nov)	Targeting Clients in Emerging Markets <a href="#">Seminar: Case Study - EIU Survey: Healthcare Market Challenge in ASEAN</a>
Week 13 (30 Nov/1 Dec)	Emerging Market Capital Markets <a href="#">Seminar: Write individual reports on how to access individual</a>
Week 14 (7/8 Dec)	<a href="#">Team Assignments: Business Plan Presentations in 4 teams - Thursday (2) and Friday (2)</a>
<b>Week 15 (14/15 Dec)</b>	<b>Final Exams</b>
Week 16	Free

### **Assignments:**

There are case studies to be read since this brings reality to the textbook. In addition, I shall be referring to some of my own cultural and business experiences in some Emerging Markets.

Students will be formed into teams to launch a selected existing product or service into one of the identified high potential Emerging Markets based on market opportunity and market gap. Each team will conduct secondary research on the business sector, the players in that space and choose the appropriate EM to penetrate that business.

Each team will deliver the following:

1. The specific product or service
2. The specific opportunity and rationale
3. The rationale for the chosen country with the highest potential
4. The target customer base within that country
5. Cultural problems and opportunities

The deliverable should be in the form of a PPP (no more than 12 slides) from each team to include exhibits, charts and screen captures to support the investment case and key takeaways for the data.

**Assessment and 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).

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

- 15% Class discussion and participation
- 20% Presentation of business plan
- 30% Mid-term exam
- 35% Final exam

Essays, where required, will be no longer than 1800 words and will include graphs and references to reading material and case studies.  
Team presentations in PPP format will be marked as a group but also based on individual team member contributions.

**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)*

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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.

### **Recommended readings:**

“Operating In Emerging Markets” by Luciano Ciravegna, Robert Fitzgerald and Sumit Kundu. (2014. FT Press. Pearson Education Ltd)

“Doing Business in Emerging Markets” by S. Tamer Cavusgil, Pervez N. Ghauri and Ayse A. Akcal. (2013. Sage Publishing. 2nd edition)

**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.

### 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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

### International grading scale

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

**293NFINK564M – Advanced Corporate Finance**  
**Study program (Marketing MA)**  
**Spring Semester, Academic Year 2014/2015**

Course leader:	Péter Csóka, Ph.D.
Lecturer(s):	Péter Csóka, Ph.D. Péter Juhász, Ph.D. Balázs Árpád Szűcs, Ph. D.
Department:	Department of Finance
Office hours:	Peter Csoka: Wednesday 13.40-15.10, E279.
Availability:	Phone number: 0036 1 482-5125 Room: Main Building, room 279 Email addresses: <a href="mailto:peter.csoka@uni-corvinus.hu">peter.csoka@uni-corvinus.hu</a> , <a href="mailto:peter.juhasz@uni-corvinus.hu">peter.juhasz@uni-corvinus.hu</a> , <a href="mailto:balazsarpad.szucs@uni-corvinus.hu">balazsarpad.szucs@uni-corvinus.hu</a>
Course type:	core / elective
Prerequisites:	Some basic corporate finance, but you can catch up.
Credits:	6 ETCS
Number of hours per semester	One lecture (90 mins) and one seminar (90 mins) per week.
Time of class:	Lecture: Monday 11:40-13:10, seminar: Tuesday 11:40-13:10
Venue:	Lecture: C109, seminar: C417

**Aims and objectives and description of the course:**

To understand the most important concepts of corporate finance using simple examples and case studies.

**Learning outcomes:**

- To be able to make advanced present value calculations related to pensions, loans, deposits etc.
- To understand the financial statements and apply them to fusions.
- To understand the strategic consequences of real options.
- To understand how one can finance a corporation.
- To work in teams on homework assignments.

**Course description**

During the course we put a great emphasis on discussing practical corporate finance issues and case studies. The main topics will be: making investment and financing decisions; strategic consequences of real options; fusions, mergers and acquisitions; short-term and long-term financial planning; analyzing and hedging financial risk; financial analysis; cost of capital; basic asset pricing methods; debt, special financing forms; private equity; stock exchange.

**Methodology to be used:**

Lectures, class discussions, group work, home assignments.

**Detailed class schedule**

<u>Date of class</u>	<u>Topics to be discussed, readings required for the class</u>
Week 1	Present value, growing annuity, future value of annuity, options
Week 2	Financial statements
Week 3	Corporate risk management
Week 4	Real Options
Week 5	Capital structure, dividend policy
Week 6	Bankruptcy games, Merton model
Week 7	Mergers and acquisitions
Week 8	Long-term financial planning
Week 9	Short-term financial planning, liquidity
Week 10	Private equity
Week 11	The stock exchange
Week 12	Easter Monday (Full week spring break)
Week 13	Planning and performance evaluation in practice
Week 14	Labour day (Monday off)
Week 15	TBA
Week 16	Final exam
Week 17	Make-up exam

**Assignments:**

- 1) Short questions at the beginning of each seminar (individually)
- 2) Group homework assignments (approximately due by week 5 and week 12), at most 3 students in one group, everybody gets the same point.
- 3) Written exam

**Assessment:**

10 % for short questions at the beginning of each seminar, from seminar 2 on

10 % for group homework assignments

80 % written exam

5 % extra for visiting the lectures.

There is no midterm exam. There will be three possibilities given for the final exam, one of which is in week 15.

Students may miss a maximum of 25% of the seminars. After having missed 25% of the classes, the professors have the right to give the student an "F", "1" or an "N" grade.

Participation in the lectures is highly recommended.

The outcome of any academic dishonesty or plagiarism is failing the course.

**Compulsory readings:**

Brealey-Myers: Principles of corporate finance (at least 7<sup>th</sup> edition), McGraw-Hill. Selected chapters.

**Recommended readings:**

Brealey-Myers: Principles of corporate finance (at least 7<sup>th</sup> edition), McGraw-Hill.

### International grading scale

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

### 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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

**293NMANK620M – Management and Organization**  
**Study program: MSc in Marketing & MSc in Business Information Systems**  
**Fall 2017/2018**

<b>Course leader:</b>	Mária DUNAVÖLGYI
<b>Lecturer(s):</b>	Mária DUNAVÖLGYI Natasha GJOREVSKA
<b>Department:</b>	ORGANIZATIONAL BEHAVIOUR, CORVINUS BUSINESS SCHOOL, CUB
<b>Office hours:</b>	Tba
<b>Availability:</b>	Email addresses: <a href="mailto:maria.dunavolgyi@uni-corvinus.hu">maria.dunavolgyi@uni-corvinus.hu</a> <a href="mailto:natasha.gjorevska@stud.uni-corvinus.hu">natasha.gjorevska@stud.uni-corvinus.hu</a>
<b>Course type:</b>	Core
<b>Prerequisites:</b>	/
<b>Credits:</b>	6 ECTS
<b>Number of hours per semester</b>	43.5
<b>Time of class:</b>	THURSDAY, 08.00-09.30 LECTURE FRIDAY, 11.40-13.10 SEMINAR
<b>Venue:</b>	C 204 for lectures C 106 for seminars

**Objectives, description and learning outcomes of the course:**

Besides individual entrepreneurs, everybody is working in smaller or larger organizations, either at managerial, expert or employee level. In this course we are going to cover the main issues connected with working in and with organizations. We will have emphasis on individuals in organizations, communication issues, the role of managers and their impact on the organizations as well as special features of contemporary organizations in the globalizing world. In order to understand organizational and managerial phenomena, we will discuss basic organizational theories as well.

**Teaching methodology:**

The teaching methodology of the course is highly interactive and requires active class involvement of students, including presentations, discussions, home assignments, organized debates, case study solutions, role plays and various exercises. The role of the professor is to inspire, stimulate and guide class discussion, build on former experiences of participants, prepare and develop key skills for future employment and leadership through experiential learning.

**Detailed class schedule, 1<sup>st</sup> – 15<sup>th</sup> week:**

Session date	Topics	Learning objectives, competencies	Article to be presented	Readings for class discussions
<u>7<sup>th</sup> Sept.</u> 08.00-09.30 <u>8<sup>th</sup> Sept.</u> 11.40-13.10	Introduction to the course	-		
<u>14<sup>th</sup> Sept.</u> 08.00-09.30 <u>15<sup>th</sup> Sept.</u> 11.40-13.10	Strategy and implementation	- Defining strategy - Strategic thinking - Strategic tools - Strategy implementation	Buckley, Ghauri (2004) 81-98	Hollensen (2013) 25-35 Reeves, et al. (2011) 76-83 Porter (2008) 78-93
<u>21<sup>st</sup> Sept.</u> 08.00-09.30 <u>22<sup>nd</sup> Sept.</u> 11.40-13.10	Organization theory, management and organizational behavior	- Defining organizations - Investigating and evaluating different approaches of organization theory, management and view of society	Romani, Primecz, Bell (2014) 13-49	Hanappi-Egger (2012) 9-31 Deetz (1996) Bratton et al. (2007) 3-98 Primecz et al. (2015)
<u>28<sup>th</sup> Sept.</u> 08.00-09.30 <u>29<sup>th</sup> Sept.</u> 11.40-13.10	Individuals and groups in organization	- Personality, perception, motivation in workplace	Lee (2014) 85-101	Bratton et al. (2007): 161-275
<u>5<sup>th</sup> Oct.</u> 08.00-09.30 <u>6<sup>th</sup> Oct.</u> 11.40-13.10	Organizations as culture	- Understanding organizational analysis through cultural lenses	Martin et al. (2006) 725- 753	Bratton et al. (2007) 276-290
<u>12<sup>th</sup> Oct.</u> 08.00-09.30 <u>13<sup>th</sup> Oct.</u> 11.40-13.10	Contemporary organizations	- Understanding inner diversity and societal context of organizations	Mensi-Klarbach (2012) 63-89	Hanappi-Egger (2012) 9-31 Kenny, K., Whittle, A., & Willmott, H. (2011). Understanding identity and organizations. Sage.
<u>19<sup>th</sup> Oct.</u> 08.00-09.30 <u>20<sup>th</sup> Oct.</u> 11.40-13.10	Expatriation, international career	- Discovering special status of expatriates, management of international employees	Szkudlarek – van Bakel (2014) 102-117	Dowling – Schuler 69-119, 204-226 Goxe (2015 forthcoming)
<u>27<sup>th</sup> Oct.</u> 11.40-13.10	<b>Midterm exam</b>			
2 <sup>nd</sup> & 3 <sup>rd</sup> Nov.	<i>No classes</i>			
<u>9<sup>th</sup> Nov.</u> 08.00-09.30 <u>10<sup>th</sup> Nov.</u> 11.40-13.10	Contemporary understanding of leadership	- Beyond basic leadership theories - Decision making	Gehrke (2014) 132-148	Ehnert – Claes (2014) Jonsen – Gehrke (2014)
<u>16<sup>th</sup> Nov.</u> 08.00-09.30 <u>17<sup>th</sup> Nov.</u> 11.40-13.10	Communication and learning in organizations	- Effective communication as tools - Languages in organizations	Bjorge, Whittaker (2014) 51-66	Bjorge (2014) 67-83 Gordon (2001)
<u>23<sup>rd</sup> Nov.</u> 08.00-09.30 <u>24<sup>th</sup> Nov.</u> 11.40-13.10	Organizations go global	- Stages of organizational development in the global arena	Adler- Gundersen (2008) 273-313	
<u>30<sup>th</sup> Nov.</u> 08.00-09.30 <u>1<sup>st</sup> Dec</u> 11.40-13.10	Organizations as dominations Power, politics and control	- Viewing power from two different sides: from the power holder and from the powerless	Morgan (1997) 301–344	Foucault (1995) 195-228
<u>7<sup>th</sup> Dec.</u> 08.00-09.30 <u>8<sup>th</sup> Dec.</u> 11.40-13.10	<b>Student presentations of project work</b>			
<u>14<sup>th</sup> Dec.</u> 08.00-09.30	<b>Final exam</b>			
21 <sup>st</sup> Dec.	<i>Make-up exam</i>			

## Assignments:

There will be in-class and of-class assignments the students will need to do individually and in groups. The in-class assignments are **interactive** and **require participants' input and involvement**. The assignments will include small lectures, discussions, presentations, role-plays, exercises and case studies. The role of the professor is mainly to stimulate and guide class discussion. This may involve asking questions, reviewing theoretical concepts and encouraging students to present and support different points of view on an issue. The points will be distributed by the professor, also the points may be distributed by the students in the group and other classmates.

Key evaluation criteria:

- **thorough preparation** (required, recommended readings, extra materials)
- **readiness to share your questions or experience** (willingness to participate in discussions, and the willingness to listen to each other)
- **active participation in the classes:** Without being present, you will lose the possibility to check the depth and quality of your analysis, and the decisions you would make. At the same time you would also hinder the possibilities of the others to learn from your insights and from your contributions. The overall success of the course is our joint and shared responsibility! A discussion-based course cannot be a rewarding experience without your active involvement.
- **working in teams** (based on the principle of "maximum diversity").

## **Presentation and debate**

Each team has to prepare a presentation and lead an in-class debate.

The presentation should be 30-40 minutes and be finished with a provocative statement or question based on the assigned article, leading to a class discussion or debate, where the audience might ask questions from the presenting team; add comments or share own experiences.

Attendance of all team members on the class and equal participation in the presentation is required. Proposed questions to be covered by the presentation:

What is the main topic? What do we know from previous research/theories? What are the most useful/interesting concepts? What are the research questions of the authors? Is it theory building or theory testing? What research methodology is used: data gathering and data analysis methods? What is the composition of the sample? What are the results? Why are these findings important? What are the practical consequences of the result? What were the limitations of the study? What was most surprising for you? What should be studied next?

Evaluation criteria:

- quality of presentation (clarity, preparedness, creativity);
- ability to initiate and lead a debate;
- equal involvement of all team members.

Deadline of sending the presentation: on the day before class (via e-mail) by 12.00 a.m. Feedback and evaluation will be sent by the professor after the presentation.

## Project work

The same groups as above have to investigate a foreign/multinational or domestic company's management practices. The project work should be problem-oriented rather than only descriptive. Practical course paper is based on an interview with a manager, who explains his/her career, work and organization, where he/she is employed. The practical paper is not mere textual replication of the interview, rather an analysis, which pulls together course compulsory readings and class discussion with the practical issues, the interviewee explains. The quality of analysis will be evaluated in the course paper, not the interview itself. Details of the assignment will be discussed in class.

A written paper with the summary of the main findings (max. 3000 words) and a group reflection (ca. 1000 words) is also part of the assignment. The analysis of the group process in the team should focus on issues of cross-cultural cooperation, norms, roles, conflicts and the ways you handled (or the reasons why you did not handle) these, your main learning points etc. The written summary and the presentation have equal weighting.

On the 13th session (Dec. 8) the teams will present their project results to the class.

Evaluation  
criteria:

- depth of research (data collection) and quality of the material collected;
- quality of presentation (clarity, preparedness, persuasiveness);
- creativity (use of non-conventional methods);
- quality of reflection on group-work.

Deadline: December 1, 2017 (presentation and group reflection paper, via e-mail)

Evaluation points will be distributed by the professor after listening to the presentation and reading the paper.

The exam will comprise of two **written exams, midterm and final exam**, the dates are designated in the class schedule of this syllabus. Questions will include compulsory readings, class discussions, and slides. Recommended readings help understanding, but they are not object of written final exam.

### **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!

The final course grade will be composed of the following elements:

20% class activity

25% presentation and debate

25% project work, its' presentation and reflection paper

30% Written exams: midterm (15%) and final exam (15%)

The students showing the most outstanding in-class activity could be rewarded with up to 10 extra points.

According to academic regulations, students may miss a maximum of 25% of the classes. After having missed 25% of the classes, the professors have the right to give the student an "F", "1" or an "N" grade.

### **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 and recommended readings:**

The compulsory and recommended readings are described in detail in the chart above.

Further articles and case studies might be distributed in class.

### **Grading:**

### International grading scale

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

### 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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

Budapest, 2017

**293NMANS672M – Global Business Strategy**  
**Fall Semester, 2017/2018**

<b>Course leader:</b>	Miklós <b>Stocker</b> , Senior Assistant Professor Department of Business Studies, Institute of Business Economics
<b>Lecturer(s):</b>	Miklós <b>Stocker</b> , Senior Assistant Professor Department of Business Studies, Institute of Business Economics Zsolt <b>Ábrahám</b> , PhD Student Department of Business Studies, Institute of Business Economics
<b>Office hours:</b>	Prof. Stocker: Monday 14:00-15:00 Main Bldg. 132
<b>Availability:</b>	Prof. Stocker: Phone number: +36-1-482-5327 Room: E132 E-mail address: <a href="mailto:miklos.stocker@uni-corvinus.hu">miklos.stocker@uni-corvinus.hu</a>
<b>Course type:</b>	Elective
<b>Prerequisites:</b>	UG strategy course
<b>Credits:</b>	6
<b>Number of hours per semester</b>	Two 90-minute classes per week = 43.5 hours per semester; a mixture of lectures, and class discussions.
<b>Time of class:</b>	15.30-17.00 and 17.20-18.50 on Wednesdays (see Schedule for dates)
<b>Venue:</b>	C428 and C425

**Aims and objectives and description of the course:**

The aim of the course is to provide a basis for international strategy analyses and formulation in global context. The most relevant concepts and topics will be discussed and illustrated by case studies. Some of them are the following: international strategy; reasons for foreign market entry and its main modes; multinational and global industries, configurations of multinational enterprises (MNEs), selection of host country, subsidiaries and their roles in MNEs, across border governance and ethical challenges and dilemmas. The course also intends to familiarize students with international enterprises from different parts of the world and their challenges in international contexts.

It is also an ambition to develop skills, which are necessary for those who work in international context. The applied methodologies and interactive teaching are among the tools, by which we would like to contribute to that.

**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 an understanding on the theoretical background of internationalization and MNEs
- have better understanding of MNEs' roles in shaping the national competitiveness in altering home and host countries;
- 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 strategic challenges and management to internationalize an enterprises and run activities with MNEs. The focus will be on MNEs, their role in home and host countries to show their toolkit applicable in their international strategy formulation. The course covers three broad areas: (1) internationalization of enterprises (2) multinational enterprises (MNEs) and their strategic management challenges; and (3) global strategic management issues.

The course is a textbook based. Besides weekly 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 crystallize and employ that far discussed concepts and issues.

### **Methodology to be used:**

This course uses a combination of lectures, discussions and small group (of 3-4 members) projects. At the beginning of the semester, we start with some lectures to reach a common understanding of the concepts, later we will rely on cases and presentations heavily. Peer learning is emphasized throughout the course by small group projects and encouraging contributions in classes. PowerPoint files of every class and presentation are available in the **Moodle** system of CUB.

Two 90 minute classes will be devoted to case discussions entirely. Each case discussion is based on the assigned (homework) case analysis and its write-up.

Some classes are partly or wholly dedicated for group presentations. Selected topics and options of each group presentation will be fixed not later than the 3<sup>rd</sup> week.

### **Detailed class schedule, 1<sup>st</sup> – 14<sup>th</sup> week:**

<b>Date of class</b>	<b>Topics to be discussed, readings required for the class</b>
Week 1 7 <sup>th</sup> Sept	Class rescheduled due to case workshop later
Week 2 14 <sup>th</sup> Sept	<b>Introduction.</b> (TB Chapter 1) Cases: Foxconn. GE's reverse innovation from the base of the pyramid.
Week 3 21 <sup>st</sup> Sept	<b>Industry competition – an international approach</b> (TB Chapter 2) Cases: Competing in the Indian retail industry. Ryanair: the continuous search for low cost. <u>High fashion fights recession</u>
Week 4 28 <sup>th</sup> Sept	Class rescheduled due to case workshop on next day
Week 4 29 <sup>th</sup> Sept 9.50-15.10	<b>Case workshop – Case interview &amp; Case solution – Zsolt Ábrahám</b> room number will be assigned later
Week 5 5 <sup>th</sup> Oct	<b>Institutions, cultures and ethics</b> (TB Chapter 4) Cases: Cut salaries or cut jobs? The institution-based motivation behind emerging multinationals. <u>Facebook violates privacy</u> Presentation: 1
Week 6 12 <sup>th</sup> Oct	<b>Resources and capabilities – what to build on?</b> (TB Chapter 3) Cases: IBM at 100. Ordinary heroes of the Taj. <u>From copycats to innovators</u> Presentation: 2 <b>Case discussion: SolarWorld USA. TB140-146.</b>
Week 7 19 <sup>th</sup> Oct	<b>Foreign market entries</b> (TB Chapter 5) – Case: Enter the United States by bus. Russian firms spread their wings. Presentation: 3

Week 8 26 <sup>th</sup> Oct	<b>The entrepreneurial firm</b> (TB Chapter 6) Cases: Amazon.com of Russia. Israel: the start-up nation. <u>Microfinances: macro success of global mass?</u> <u>Presentation: 4</u>
Week 9 2 <sup>nd</sup> Nov	<b>No class due to Autumn Brake</b>
Week 10 9 <sup>th</sup> Nov	<b>Diversification and acquisitions</b> (TB Chapter 9) Cases: Corporate diversification strategy in South Korean business groups. The evolution of Danisco's corporate strategy. <u>Emerging acquirers from China and India.</u> <u>Presentation: 1</u>
Week 11 16 <sup>th</sup> Nov	<b>Multinational strategies, structures, and learning</b> (TB, chapter 10) Cases: Samsung's global strategy group. Moving HQs overseas. Centralized and decentralized strategic planning at the oil majors. <u>A subsidiary initiative at Bayer MaterialScience North America.</u> <b>Case discussion Jobek do Brasil's Joint Venture Challenges. TB 302-309</b> <u>Presentation: 2</u>
Week 12 23 <sup>rd</sup> Nov	<b>Corporate governance</b> (TB Chapter 11) Cases: High drama at Hewlett-Packard (HP). Murdoch versus minority shareholders. Welcoming versus restricting sovereign wealth fund investments. <u>The private equity challenge</u> <u>Presentations: 3</u>
Week 13 30 <sup>th</sup> Nov	<b>Corporate Social responsibility</b> (TB Chapter 12) Cases: Launching the Nissan Leaf: the world's first electric car. Michael Porter on creating shared value. Dow Chemical Company in China. <u>Whole food's John Mackey on conscious capitalism</u> <u>Presentations: 4</u> <b>Wrap up.</b>
Week 14 7 <sup>th</sup> Dec	<b>Final exam (TB Chapters 1-6, 9-12, and in-class presentations)</b>

### 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 3<sup>rd</sup> week. Minimum 3 and maximum 4 person groups can be formed. No more than half of the team members can come from the same country.

Two types of projects are required (case write-ups and presentations) 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. Should you have any challenge with free riding, please contact the course leader.

### Assessment, grading:

Small group projects - 40%  
Class participation - 20%  
Midterm and Final exams - 40%

### **Small group assignments**

We schedule a direct skill development class (case workshop) on week 4 to facilitate and support your skill development, which are needed in the small assignments. Your individual contribution may be rewarded by 10 extra, bonus points.

**Case write-up project** (20 out of 40): We are going to analyse 2 integrative case studies. Each encompasses several issues that have been discussed that far. A not longer than 5 page (*app. 20,000 characters*) long printed case write-up is due in the class when the case is discussed. Be sure that you have addressed all the assigned questions and made use of that far learnt textbook chapters. Please check the deadlines in the schedule and guidelines, and evaluation criteria in the **Moodle**. Conscious answers are requested for the assigned questions by your professors. You are expected to employ your that far conceptual and theoretical knowledge.

**Presentation projects** (20 out of 40%): Two in-class presentations are expected from each group. The optional dates of presentations are in the syllabus.

**Presentation 1:** is on a selected country. Its aim is to provide an overview on the institutions and their influences on industry structure and resources of MNEs and their subsidiaries in the country. Each group should select one out of following ones: Argentina, Chile, Hungary, India, South Africa, Mexico, Czech Republic, Turkey, and Canada. Duration: maximum 20 minutes.

**Presentation 2:** is on a selected MNE. Its aim is to provide an overview on the MNE as a multinational corporation and its current strategic challenges. Please select out of the following: BASF, Bharti Airtel, Tata, Flextronics, Tesco, Uber, Xiaomi, General Motors. Duration: maximum 20 minutes.

*Compulsory elements of each presentation and case write-up:* cover (title, group members and their e-mails), agenda, ....., conclusions, resources. The ppt file should be submitted to your instructor not later than one day before the presentation in electronic format (uploaded to the moodle).

### **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.

### **Final exam**

Closed book exams will be held on 14<sup>th</sup> week of the semester. You are expected to demonstrate your knowledge on discussed concepts and tools. The subject of the exams is based on the assigned and discussed compulsory textbook chapters (see item 19). A check list and mock exam questions will be distributed one week before each exam. The exam papers will consist of essay questions.

The final exams will consist of 8 essay questions. Mock exam questions will be distributed a week before the final exam.

### **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). 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>

**International grading scale**

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

**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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

## COURSE SYLLABUS

PROGRAMME:	CORVINUS UNIVERSITY BUDAPEST, INTERNATIONAL STUDIES PROGRAM MA
ACADEMIC YEAR AND SEMESTER:	2015-2016, SPRING
COURSE TITLE:	<b>ORGANISATIONAL BEHAVIOR AND DESIGN</b>
TUTORS:	ROLAND FERENC SZILAS, PH.D.
DEPARTMENT:	ORGANISATIONAL BEHAVIOR, INSTITUTE OF MANAGEMENT
E-MAIL (to students):	<a href="mailto:ROLAND.SZILAS@UNI-CORVINUS.HU">ROLAND.SZILAS@UNI-CORVINUS.HU</a>
TIMING, ROOM:	TUESDAYS, 11.40 – 15.10 (ROOM E.3.301)

### **COURSE OBJECTIVES (LEARNING OUTCOME):**

In order to create good working climates and successful organisations companies need to have a clear purpose of existence together with outstanding leadership fitting their complex societal, economic and technological environments. During this course we will expand our knowledge about the hard aspects of management and organisation, strategy, structure and organisational design and investigate in detail the soft aspects of organisational and work life, most importantly personality, character development, motivation, teams, learning, culture and leadership.

### **TEACHING METHODOLOGY:**

The teaching methodology of the course is highly interactive and requires active class involvement of students, including presentations and discussions, organized debates, case study solutions, role plays and various exercises. The role of the professor is to inspire, stimulate and guide class discussion, build on former experiences of participants, prepare and develop key skills for future employment and leadership through experimental learning.

**COURSE CONTENT & CLASS SCHEDULE:**

<b>Session date / timing</b>	<b>Topics</b>	<b>Readings</b>
09.02. 11.40 – 15.10	- Introduction to organisational behavior	
16.02. 11.40 – 15.10	- Economic, social and technological context of organisations and management	<u>Compulsory reading:</u> Eagle Smelting Case Study L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 90-96. <u>Recommended Reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 77-90
23.02 11.40 – 15.10	- Historical and anthropological perspectives of management	<u>Compulsory reading:</u> W.R. Nord (2004): Book Review Essay: Douglas McGregor – The Human Side of Enterprise in Peril, <i>Academy of Management Review</i> , 2004, Vol. 29, No. 2, 293-311
01.03. 11.40 – 15.10	- Establishment and purpose of organizations	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 98-113.
08.03. 11.40 – 15.10	- Organisation strategy	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 542-551.
15.03. 11.40 – 15.10	- Organisation design and work organisation	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 551-577.
22.03. 11.40 – 15.10	- Technology and Organisations	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 621-645.
29.03. 11.40 – 15.10	- <b>Mid-term exam</b> - Personal differences and diversity	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp.128-140 <u>Recommended Reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 140-163.
05.04. 11.40 – 15.10	- Perception, communication and learning	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 208-223 <u>Recommended reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 223-243. W. B. Pearce (2004): The coordinated management of meaning, In: William Gudykunst (Ed.): <i>Theorizing Communication and Culture</i> . Sage, Thousand Oaks, pp. 35-54.

Session date / timing	Topics	Readings
12.04. 11.40 – 15.10	- Work motivation and job satisfaction	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 252-289. <u>Recommended reading:</u> F. Herzberg (2003): One more time: How do you motivate your employees, HBR, January 2003, pp. 3-11. J. R. Hackman at al. (1975): A new strategy for job enrichment, California Management Review, Vol. 17, No. 4. pp. 57-71.
19.04. 11.40 – 15.10	- Work groups and teams	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 306-319. <u>Recommended reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 319-334.
26.04. 11.40 – 15.10	- Culture, Control and Power	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 736-749 <u>Recommended Reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 749-764 E. Schein (2004): Organizational culture and leadership, Jossey-Bass (Chapter 1 – Defining Organizational Culture)
03.05. 11.40 – 15.10	- Management and Leadership	<u>Compulsory reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 372-406. <u>Recommended reading:</u> L. J. Mullins: Management and Organisational Behaviour, 2010 Pearson, pp. 424-448
10.05. 11.40 – 15.10	Future trends in management, Course closure and evaluation	All previous readings

#### COURSE REQUIREMENTS AND ASSESSMENT:

This course is graded by a traditional 1 to 5 grading system. In order to earn a grade through the course you are supposed to participate in all classes and actively participate in case study discussions, exercises and group assignments. The students showing the most outstanding in-class activity will be rewarded with +1 grade. On the 29<sup>th</sup> of March a mid-term exam will be written for 25% of the final grade.

#### Assessment:

	<u>% of final grade</u>	<u>Assessment type</u>	<u>Duration (hours)</u>
<b>Midterm exam (ME)</b>	25%	Written	1 hour
<b>Continuous assessment (CA)</b>	25% + 25%	2 Group Assignments	
<b>Final exam (FE)</b>	25%	Written	1 hour

## 293NMANV669M – MANAGEMENT SKILLS

elective

Fall, 2016

<b>Course leader:</b>	Andrea Toarniczky, PhD
<b>Lecturer(s):</b>	Andrea Toarniczky, PhD
<b>Department:</b>	
<b>Office hours:</b>	Monday, 5 p.m. – 6 p.m.
<b>Availability:</b>	Phone number: 482-5313
	Room: R379
	Email address: Andrea.toarniczky@uni-corvinus.hu
<b>Course type:</b>	elective
<b>Prerequisites:</b>	
<b>Credits:</b>	
<b>Number of hours per semester</b>	1+1 (lecture and seminar) per week for 14 weeks
<b>Time of class:</b>	Thursday, 15.30-18.50 (2x90 min + 20 min brake)
<b>Venue:</b>	C207

### **Aims and objectives and description of the course:**

The aim of the course is to learn about basic management skills and practice their use in in class situations as well as in personal/professional life. It is also the objective of the course to develop a motivation to continuously learn and develop oneself in these skills even after completing the course.

### **Learning outcomes:**

After completing the course, the student will:

- Know the basic findings of recent research on the skills discussed
- Be able to recognize the skills when seen applied in cases or in real life
- Be able to identify situations where various skills are needed
- Have experience about applying some skills in his/her own personal or professional life

### **Course description**

The course will consist of lectures and seminars every week. Students will learn the basic concepts from lectures and the compulsory reading, then analyze and use the skills in cases and critically evaluate them in form of group discussions. The sequence of topics is built step by step from the self (please see the schedule) to managing groups, and so are the assignments.

The course aims at developing the student on three levels: knowledge, attitude and skill. The classes will include parts where readings are discussed and presentations given about recent

findings about a skill with the aim of enriching students' knowledge. By analyzing cases and showing the enhanced performance and better results, an attitude towards conscious use of skills will be developed. On the knowledge gained, and the positive attitude developed, the skill level will be built by practicing in class and outside of it.

For effective skill development, understanding, practicing in controlled environment, and repeating in practice are all needed. The lectures and the literature, the cases and role playing games, and the individual assignments all have their function in this development.

**Methodology to be used:**

During the course, frontal and other forms of teaching will take place, combining lectures and seminars. The interactive parts will include analyzing case studies, filling in survey instruments, discussing topics in groups, playing role-playing games and similar. Tasks will consist of assignments, essays and oral presentations.

**Detailed class schedule, 1<sup>st</sup> – 15<sup>th</sup> week:**

<b><u>Date of class</u></b>	<b><u>Topics to be discussed, readings required for the class</u></b>
Week 1	Introduction, information on assignments and grading
Week 2	Self-awareness. Authenticity.
Week 3	Relationships and supportive communication
Week 4	Motivation.
Week 5	Stress management and time management
Week 6	Problem solving and creativity.
Week 7	Power and influence.
Week 8	Conflict management
Week 9	Empowering and delegating
Week 10	Recapitulation, “leader in action” - presentations (see assignments)
Week 11	Managing teams I.
Week 12	Managing teams II.
Week 13	Positive change and implementation
Week 14	Closing, Feedback
Week 15	Final exam (if applicable)
Week 16	Make-up exam (if applicable)

**Assignments:**

**“ Leader in action ” - essay (group work, submitted on the 10th week)**

Students should develop the ability to recognize when a skills is being applied and also be able to critically evaluate its application. This can be developed by observing a manager in action.

Students will choose a movie, where they can observe a manager. This should be understood not only as “manager” in its narrow business meaning, but a manager as leader of any relevant kind: a coach, a chef, a commanding soldier, a head of a family or any other. After choosing their movie, students will analyze the activities of this leader, the occurrence of skills in his work, his failures and successes, and search for the reasons. This analysis should be done using the knowledge from previous classes.

Basic points to be covered are characterization of

- the personality structure of the manager
- his communication style

- his problem-solving processes
- the source(s) of his power and influence
- the way he motivates and his/her motivational profile
- the way he acts in conflict/negotiation situations
- the way he empowers and delegates.

These are compulsory parts, but any further analysis is warmly welcomed. All characterizations and findings should be supported by story parts, moments or quotations from the movie. The essay should end with a summary of tools, techniques that the group finds useful to learn from this manager.

The analysis will be submitted in written form as a 30,000 – 40,000 character essay (app 10-12 pages) on Moodle. The analysis will be written by groups formed on the first week and presented by them to the big group on the 10<sup>th</sup> week. The presentations based on the essays should be 15 minutes long, ppt or prezi format and uploaded on Moodle before the class (10<sup>th</sup> week) starts.

The groups should consult the chosen movie before getting into analysis. Groups should have diverse membership: ***at least three countries should be represented in every group.***

#### **Short presentations/ reading recommendations/discussions/examples**

Students will share their experience in a topic to enable learning from each other. This will be done by presenting their thoughts, recommending articles, books and videos to other students, bringing in a personal example or leading a discussion on the topic. The examples or dilemmas should not be presented in more than 3 ppt slides, when these are being used.

#### **Group case analysis (final exam week)**

At the end of the course, students will analyze a case in groups. The groups will have to prepare their analysis and write a report.

### **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!

The resulting grade of the students will be calculated as the sum of their points from their assignments and their attendance and active participation. The points are the following:

- 20 pt attendance and active participation
- 30 pt "Leader in action" essay
- 10 pt "Leader in action" presentation
- 10 pt Short presentations and discussion
- 30 pt group case analysis

### **The " Leader in action " assignment**

The depth of analysis, finding connections, "what if" thoughts and the quality of catching the things to learn from the movie will be honored.

The quality of the presentations, the effort put into involving other students, and the resulting quality of the discussion.

Groups will be offered to discuss and decide the individual results of group participants (both for the essay and presentation).

### **Short presentations and discussions**

The quality of the presentations, the effort put into involving other students, and the resulting quality of the discussion.

### **Group case analysis**

Quality of the analysis and arguments, the proposed solutions, but also the work of the group, as process will be evaluated.

Mutual respect between participants of the course and between the participants and the lecturer are required.

In case of any dishonesty – presenting ideas of others without marking the source, or presenting a work already presented elsewhere, and similar – will have the consequences according to the regulations of the university.

### **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:**

Whetten, D.A. – Cameron, K.S.(2011): *Developing Management Skills*. Eighth Edition, Pearson. (this book is needed to be available to every student or at least pairs of students in printed or electronic version, because it contains the learning material and the cases for classes)

**Recommended readings:**

Articles uploaded on Moodle.

**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	<b>A+</b>
94-96	<b>A</b>
90-93	<b>A-</b>
87-89	<b>B+</b>
84-86	<b>B</b>
80-83	<b>B-</b>
77-79	<b>C+</b>
74-76	<b>C</b>
70-73	<b>C-</b>
67-69	<b>D+</b>
64-66	<b>D</b>
60-63	<b>D-</b>
0-59	<b>F</b>

### 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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

# 293NMANV686M – Comparative Cross-Cultural Management

## ISP, BA in Business and Management

Fall Semester, 2017

Course leader and	Pasquale Ferraro, BBA, MSM
Lecturer:	International Management Consultant
Department:	International Study Programs, Corvinus University
Office hours:	Thursday, from 13.30 to 15.00
Availability:	Phone number: +36 30 5031602 Room: 163 (main building) Email address: pasquale.ferraro@uni-corvinus.hu
Course type:	elective
Prerequisites:	Graduate level students having basic and advanced knowledge of management and organisational behavioural concepts.
Credits:	6
Number of hours per semester	Two timeslots of 90 minutes each per week for 14 weeks plus final exam (14 x 2=28+1=29)
Time of class:	Thursday from 9.50 to 13.10
Venue:	Room C 109

### Aims and objectives and description of the course

The course introduces the main principles relating to management across cultural and national boundaries and focuses on interpersonal relations between people of different cultures in work settings. Throughout the course, students will understand the effect of culture and how it can then be applied to a wide variety of cross-cultural interactions in a number of organisational contexts.

### Learning outcomes

- Identify, describe and explain key models used for comparing cultures
- Assess some of the ethical issues inherent in international management decision-making, negotiations and leadership
- Identify some factors that influence how decisions are made in a cross-cultural management context
- Analyse the role of effective communication in contexts of international and cross-cultural management
- Describe Multinational Organizations, multi-cultural work groups and International Assignments

### Course description

The course is designed to give Students the major principles relating to management across cultural boundaries and define how interpersonal approaches between people of different cultures work. After amply covering the meaning of Culture and looking at various models of cultural comparisons, the course will focus on key roles of the Manager such as decision-making, negotiation and leadership in a new global context. Students will interact in examining concepts and cases to increase their awareness and understanding concerning the influence of culture on management and management practices.

### **Methodology to be used**

Each week shall be devoted to one topic, usually also corresponding to one chapter of the recommended text book. During the first lesson of the week, the Seminar, students will review the theory, make presentations as assigned and discuss at least one case study and answer review questions. The second lesson of the week will be dedicated to exposing and analyzing new Theory.

Students will be required to read the weekly chapter regularly and other recommended reading, as assigned. Case studies on various topics covered in class will be given as home assignments. Students will also be assigned specific research on various topics for presentation in class.

### **Detailed class schedule, 1<sup>st</sup> – 15<sup>th</sup> week:**

<b><u>Date of class</u></b>	<b><u>Topics to be discussed, readings required for the class</u></b>
Week 1: Sep.07	Introduction and Role of the Global Manager. <i>Thomas, Chapter 1</i>
Week 2: Sep.14	Basic Concepts of Describing Culture. <i>Thomas, Chapter 2</i>
Week 3: Sep. 21	Models of Cultural Comparison 1. <i>Thomas, Chapter 3</i>
Week 4: Sep. 28	Models of Cultural Comparison 2. <i>Thomas, Chapter 3 – Class Assignment</i>
Week 5: Oct. 05	Basics of Cross-Cultural Interaction. <i>Thomas, Chapter 4</i>
Week 6: Oct.12	Dimensions of Decision Making. <i>Thomas, Chapter 5</i>
Week 7: Oct. 19	<b>Mid-Term Evaluation</b> , Review and Presentations
Week 8: Oct. 26	Cross-Cultural Negotiations 1. <i>Thomas, Chapter 6 &amp; Dumez, Chapter 3</i>
Week 9: Nov. 02	No Class
Week 10: Nov.09	Cross-Cultural Negotiations 2. <i>Thomas, Chapter 6 &amp; Dumez, Chapter 3</i>
Week 11: Nov.16	Leadership across Cultures. <i>Thomas, Chapter 7</i>
Week 12: Nov.23	Multicultural Work Groups and Teams. <i>Thomas Chapter 8</i>
Week 13: Nov.30	Structure and Culture of Int'l Organizations. <i>Thomas, Chapter 9</i>
Week 14: Dec.07	International Assignments and Selection. <i>Thomas, Chapter 10</i>
Week 15: Dec.14	<b>Final exam</b>

### **Assignments**

Besides the regular weekly reading assignments, Students will be asked to carry out two course assignments which will be graded. The first consists of a written home assignment; topic and dates to be determined during class. This written work is an academic paper in which individual students need to provide thorough analysis and appropriate referencing. The second assignment will be an individual presentation in class of the duration of 15/20 minutes, again, topic and timing to be determined.

### **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!

Students shall be assessed as follows:

Attendance & class performance.....	10%
Assignments & presentations.....	20%
Mid-term evaluation .....	30%
Final exam .....	40%

The mid-term evaluation, given during week 7 or 8 of the course, will consist of short essay type questions based on the material covered.

The final examination shall consist of short essay type questions and will be based on the second part of the course.

Essay questions should be answered with precise technical language, avoiding repetition and “clear to the point”. The exam will be closed book and given in class with a specific time duration.

### **Class attendance:**

Class attendance is mandatory. Participation in lectures is an important part of the process and understanding of the subject. Attendance of the seminars is compulsory. The acceptable level of absence is ¼ 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). 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.

**Students who fail to take the Final Exam on the scheduled date due to serious and documented reasons, will be offered a second opportunity to take this Exam at a later date.**

**As this is an elective course, no comprehensive retake exam shall be offered.**

**Compulsory reading:**

Thomas, D. C. (2008). ISBN: 978 1 4522 5750 1  
***Cross-Cultural Management: Essential Concepts. Third Edition.*** New York, NY: Sage.

**Recommended readings:**

Dumetz J. and Co-Authors (2012) ISBN: 9781479159680  
***Cross-Cultural Management Textbook***

Occasional articles as supplied by the Lecturer.

### 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)

**293NMARK650M – Advanced Marketing Research Course**  
**Marketing Master (Msc)**  
**Fall Semester, 2017/2018 Academic Year**

<b>Lectures:</b>	Tamás Gyulavári, PhD
	Email: <a href="mailto:tamas.gyulavari@uni-corvinus.com">tamas.gyulavari@uni-corvinus.com</a>
<b>Seminars/labs and course management:</b>	Tamás Gyulavári, PhD
<b>Department:</b>	Marketing and Media Institute
<b>Office hours:</b>	Monday, 14:00-15:00 or by appointment
<b>Availability:</b>	Phone number: 36 1 482 5326
	Room: E 355
<b>Course type:</b>	Core
<b>Prerequisites:</b>	-
<b>Credits:</b>	6
<b>Number of hours per semester</b>	29 (2+2)
<b>Time of class and Venue for lectures*:</b>	Monday, 11:40-13:10; S116
<b>Time of class and Venue for seminars*:</b>	Tuesday, 13:40-15:10; S116

\* Any changes will be posted through the Moodle system

**Aims and objectives and description of the course:**

This course focuses on the use of marketing research in relation to quantitative data analysis. The core aims of the course are to provide a fundamental understanding of the above methods and allow students to utilize them practically and in theoretical studies.

**Learning outcomes:**

After taking this course, students should be able to:

- Display problem analysis skills.
- Exhibit an understanding of quantitative research methods and their application to marketing research.
- Demonstrate competency with the SPSS statistical software package and the ability to use SPSS analyse the results from various basic statistical techniques.
- Implementation of theoretical approaches in different business situations
- Develop marketing models based on database

**Course description:**

Quantitative data analyses require the use of statistics (descriptive and inferential) to summarize data collected, to make comparisons of data sets, and to generalize results obtained from samples back to the populations from which the sample were drawn. During this course various quantitative models and methods will be discussed. The assumptions and limitations of the various models and methods will be assessed, while a Simulation Game project will be used to demonstrate the real world practicality and usefulness of these techniques.

**Methodology to be used:**

The course will be delivered through a series of lectures and seminars/labs.

**Detailed class schedule, 1<sup>st</sup> – 14<sup>th</sup> week:**

All students are required to read the relevant Chapters from Malhotra in preparation for each class.

**LABS, EXERCISES**

Date	Lab	Readings
09/04	Introduction: Information and Knowledge Systems; Basic Research Methods	Chapter 3, 8-9
09/11	Principles of Quantitative Methods; Hypothesis Testing, Cross-Tabulation, ANOVA	Chapter 14-16
09/18	Data Analysis: Correlation, Regression, Factor Analysis	Chapter 19-20
10/25	Segmentation: Cluster Analysis	
10/02	Modelling: Structural Equation Modelling with AMOS	Chapter 2
10/09	Analysing Consumer Behaviour: Satisfaction - Loyalty	
10/16	Developing Brand Equity Models; <b>MIDTERM EXAM!</b>	
10/23	<i>National Holiday</i>	
10/30	<i>School Holiday</i>	
11/07	Practice: Introduction to Simulation Game	
11/14	Simulation Game	
11/21	Simulation Game	
11/27	Simulation Game	
12/05	Group Presentations: Market Strategy and Performance	Chapter 22

**Assignments:****Simulation Game - Group Project**

The **Simulation Game** offers you an opportunity to implement all the analytical techniques and approaches what you have learnt during this course in a simulated market situation. Your task is to form a group of 4 students and to analyse the consumer behaviour in the market, the past and expected strategy and activity of competitors based on the Simulation Database you get from the instructor and make decisions about your marketing strategy. The groups should fill an excel sheet indicating the decisions made in three waves and they will be given a new database after each wave as a result of the aggregated decisions of companies (e.g. groups).

Each group is expected to present the company's strategy, the analysis behind the decision made and the evaluation of the company's performance. There is no written report required but you have to send a copy of your presentation and the SPSS/AMOS outputs supporting the decisions made to the instructor by email 2 days before the presentation and provide one-page summary for every class member at the time of the presentation. The time allocated for each presentation is 20-25 minutes.

**Assessment, grading:**

Group Presentation	50%
Midterm Exam	50 %

**Final Exam**

The final exam(s) focuses on the appropriate use of quantitative techniques, principles of data analysis and modelling techniques.

*Date and time*

Midterm Exam: Monday, 16 October 2017

Make-up Exam: January (to be determined later)

### **Compulsory reading:**

Required Text: Naresh K. Malhotra, Marketing Research: An Applied Orientation, Sixth Edition, Pearson Education, 2010, Chapter 14 – 21

### **Expectations Regarding Classroom Behaviour:**

Please turn your cell-phone off or to silent mode before lecture or seminar/lab. In order to provide a good learning environment for all students, cell-phone ringing, texting, or excessive personal chatter during lectures or labs is unacceptable and may result in being ejected from lectures and seminars/ labs. During group discussions students are expected to express themselves politely to one another and to their lecturer or tutor. Although you may bring drinking water to lectures, please be advised that in lab rooms the university policy does not permit the consumption of food or beverages. Arrive at your lecture or seminar/lab before it commences. Please try to minimize the disruption of the class if you are unavoidably late or have to leave early.

### **Grading:**

#### **International grading scale**

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

#### **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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

**293NMARK650M – Advanced Marketing Research Course**  
**Marketing Master (Msc)**  
**Fall Semester, 2017/2018 Academic Year**

<b>Lectures:</b>	Tamás Gyulavári, PhD
	Email: <a href="mailto:tamas.gyulavari@uni-corvinus.com">tamas.gyulavari@uni-corvinus.com</a>
<b>Seminars/labs and course management:</b>	Tamás Gyulavári, PhD
<b>Department:</b>	Marketing and Media Institute
<b>Office hours:</b>	Monday, 14:00-15:00 or by appointment
<b>Availability:</b>	Phone number: 36 1 482 5326
	Room: E 355
<b>Course type:</b>	Core
<b>Prerequisites:</b>	-
<b>Credits:</b>	6
<b>Number of hours per semester</b>	29 (2+2)
<b>Time of class and Venue for lectures*:</b>	Monday, 11:40-13:10; S116
<b>Time of class and Venue for seminars*:</b>	Tuesday, 13:40-15:10; S116

\* Any changes will be posted through the Moodle system

**Aims and objectives and description of the course:**

This course focuses on the use of marketing research in relation to quantitative data analysis. The core aims of the course are to provide a fundamental understanding of the above methods and allow students to utilize them practically and in theoretical studies.

**Learning outcomes:**

After taking this course, students should be able to:

- Display problem analysis skills.
- Exhibit an understanding of quantitative research methods and their application to marketing research.
- Demonstrate competency with the SPSS statistical software package and the ability to use SPSS analyse the results from various basic statistical techniques.
- Implementation of theoretical approaches in different business situations
- Develop marketing models based on database

**Course description:**

Quantitative data analyses require the use of statistics (descriptive and inferential) to summarize data collected, to make comparisons of data sets, and to generalize results obtained from samples back to the populations from which the sample were drawn. During this course various quantitative models and methods will be discussed. The assumptions and limitations of the various models and methods will be assessed, while a Simulation Game project will be used to demonstrate the real world practicality and usefulness of these techniques.

**Methodology to be used:**

The course will be delivered through a series of lectures and seminars/labs.

**Detailed class schedule, 1<sup>st</sup> – 14<sup>th</sup> week:**

All students are required to read the relevant Chapters from Malhotra in preparation for each class.

**LABS, EXERCISES**

Date	Lab	Readings
09/04	Introduction: Information and Knowledge Systems; Basic Research Methods	Chapter 3, 8-9
09/11	Principles of Quantitative Methods; Hypothesis Testing, Cross-Tabulation, ANOVA	Chapter 14-16
09/18	Data Analysis: Correlation, Regression, Factor Analysis	Chapter 19-20
10/25	Segmentation: Cluster Analysis	
10/02	Modelling: Structural Equation Modelling with AMOS	Chapter 2
10/09	Analysing Consumer Behaviour: Satisfaction - Loyalty	
10/16	Developing Brand Equity Models; <b>MIDTERM EXAM!</b>	
10/23	<i>National Holiday</i>	
10/30	<i>School Holiday</i>	
11/07	Practice: Introduction to Simulation Game	
11/14	Simulation Game	
11/21	Simulation Game	
11/27	Simulation Game	
12/05	Group Presentations: Market Strategy and Performance	Chapter 22

**Assignments:****Simulation Game - Group Project**

The **Simulation Game** offers you an opportunity to implement all the analytical techniques and approaches what you have learnt during this course in a simulated market situation. Your task is to form a group of 4 students and to analyse the consumer behaviour in the market, the past and expected strategy and activity of competitors based on the Simulation Database you get from the instructor and make decisions about your marketing strategy. The groups should fill an excel sheet indicating the decisions made in three waves and they will be given a new database after each wave as a result of the aggregated decisions of companies (e.g. groups).

Each group is expected to present the company's strategy, the analysis behind the decision made and the evaluation of the company's performance. There is no written report required but you have to send a copy of your presentation and the SPSS/AMOS outputs supporting the decisions made to the instructor by email 2 days before the presentation and provide one-page summary for every class member at the time of the presentation. The time allocated for each presentation is 20-25 minutes.

**Assessment, grading:**

Group Presentation	50%
Midterm Exam	50 %

**Final Exam**

The final exam(s) focuses on the appropriate use of quantitative techniques, principles of data analysis and modelling techniques.

*Date and time*

Midterm Exam: Monday, 16 October 2017

Make-up Exam: January (to be determined later)

### **Compulsory reading:**

Required Text: Naresh K. Malhotra, Marketing Research: An Applied Orientation, Sixth Edition, Pearson Education, 2010, Chapter 14 – 21

### **Expectations Regarding Classroom Behaviour:**

Please turn your cell-phone off or to silent mode before lecture or seminar/lab. In order to provide a good learning environment for all students, cell-phone ringing, texting, or excessive personal chatter during lectures or labs is unacceptable and may result in being ejected from lectures and seminars/ labs. During group discussions students are expected to express themselves politely to one another and to their lecturer or tutor. Although you may bring drinking water to lectures, please be advised that in lab rooms the university policy does not permit the consumption of food or beverages. Arrive at your lecture or seminar/lab before it commences. Please try to minimize the disruption of the class if you are unavoidably late or have to leave early.

### **Grading:**

#### **International grading scale**

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

#### **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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

## 293NMARK652M – Qualitative and Quantitative Research

Spring 2016/2017

<b>Course leader:</b>	Marianna Piskóti, Ph.D.
<b>Department:</b>	Marketing and Media Institute
<b>Office hours:</b>	by appointment
<b>Availability:</b>	Phone number: 36 1 482 5091 Room: 357 Email address: marianna.piskoti@uni-corvinus.hu
<b>Course type:</b>	Core
<b>Prerequisites:</b>	-
<b>Credits:</b>	6
<b>Number of hours per semester</b>	29 (2+2)
<b>Time of class:</b>	Thursday, 13:40 – 15:10 and 15:30 – 17:00
<b>Venue:</b>	S.116

### **Aims and objectives and description of the course:**

The aim of the course is to expand your existing marketing research knowledge and develop your understanding of the practice of qualitative and quantitative methods. The course is appropriate for both prospective users of research results and for prospective marketing researchers.

### **Learning outcomes:**

After taking this course, students should be able to: (1) demonstrate a good understanding of the marketing research concepts, and (2) apply them to address real-life marketing situations.

- Develop the ability to differentiate between the qualitative techniques and methods
- Develop the ability to carry out an in-depth interview and write a professional qualitative report
- Demonstrate a good understanding of the basic concepts of content analysis
- Demonstrate the ability to use Nvivo software for basic analysis
- Understand the concept and application of Multidimensional Scaling technique

### **Course description:**

The emphasis of this course will be on the connection of research theory and practice. During the semester the students will be familiarized with three methods:

- planning, conducting and analysing depth interviews
- using qualitative data analysing software (Nvivo)
- Multidimensional Scaling (a quantitative research technique).

To acquire practical knowledge, a visit to a marketing research company will be part of the course.

The lectures will be held on a more flexible basis due to company visits and group projects.

### **Methodology to be used:**

The course includes lectures and seminars. The active participation during the class requires individual preparation through group discussions and group work.

**Detailed class schedule, 1st – 15th week:**

<i>Week</i>	<i>Date</i>	<i>Content</i>
1	02.02.	Introduction: schedule of the semester, outline of the requirements and assignments, review of group project and group forming Role of marketing research and marketing researcher Qualitative research in brief How to plan a qualitative study: creating an outline, guide for depth interview <b>First assignment (due in the third week):</b> conducting a depth interview per person. <i>The interview has to be recorded and uploaded to Moodle before Wednesday, 15. Feb.</i>
2	02.09.	How to conduct a depth interview: setting, tone, types of question, etc. Group discussion based on theory and self-experience How to analyse depth interviews. How to create a qualitative report.
3	02.16.	Understanding the Insights – seminar exercise <b>Headphones are needed for this class exercise! Please bring your own.</b>
4	02.23.	Introduction to content analysis. <b>Second assignment (due in the fifth week):</b> preparing a presentation about the results of the depth interview analysis to be uploaded before the presentations.
5	03.02.	<b>Group presentations</b> Presentation evaluations
6	03.09.	<b>Guest Lecturer:</b> <b>Dániel Fazekas, Founder of BakamoSocial</b>
7	03.16.	Introduction to qualitative data analysis software How to start using Nvivo Practice exercise for NVivo
8	03.23.	Nvivo software training Practice exercise for NVivo
9	03.30.	Nvivo software training Practice exercise for NVivo <b>Third assignment (due in the eleventh week):</b> preparing a presentation about the results of the content analysis to be uploaded before the presentations.
10	04.06.	<b>Group presentations</b> Presentation evaluations
11	04.13.	Introduction to the Multidimensional Scaling technique MDS exercise
12	04.20.	<b>Spring break: no class</b>
13	04.27.	MDS exercise
14	05.04.	MDS exercise Data visualization techniques <b>Fourth assignment (due in the fourteenth week):</b> preparing a written report of MDS analysis, to be uploaded to Moodle before 9 <sup>th</sup> May <b>Final test</b>
15	05.11.	<b>Closing presentations</b> Presentation evaluations

**Assessment, grading:**

The project will be carried out in small groups of 3 to 4 people and you are free to form your own group. The brief for the project will be handed out during the first lecture.

Grades will be assigned on the following basis:

Quality of the conducted depth interview	5.00%
Analysis and presentation of depth interviews	20.00%
Content analysis and presentation	20.00%
MDS analysis	15.00%
Closing presentation	20.00%
Final test	<u>20.00%</u>
	100.0%

Please note that students are only permitted to miss up to a maximum of 25% of the classes. Any absence above this will result in the student receiving an “F” or “1” grade.

Grades are **earned** by the students based on their class attendance, their achievements in the group assignments and final tests. 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.

For each group assignment only one common point will be assigned to one group, this means that all the group members will be received the same point for the assignment. The management of the group assignments is the students’ responsibility. However if you have any problem during group work, please contact your professor before submitting the assignment. After the assignment is submitted group points are not negotiable.

The group should understand, that exactly as they should make sure that there are no errors in their group paper, they should make sure that there is no plagiarism there. In this sense, plagiarism is the same mistake as other mistakes, but it simply leads to more serious consequences (automatic failure). This is also the responsibility of the team to make sure their deliverable is free of mistakes, and they should decide themselves how exactly they will ensure that.

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

**Compulsory reading:**

1. Malhotra, N. K. (2010): Marketing Research: An Applied Orientation, sixth Edition, Pearson Education, Chapter 5 and 21
2. Kassarian, H. H. (1977): Content Analysis in Consumer Research, Journal of Consumer Research, Vol. 4, No. 1, pp. 8-18

**Recommended readings:**

1. Carson, D. – Gilmore, A. – Perry, C. – Gronhaug, K. (2001): Qualitative Marketing Research, London: Sage Publication

**Expectations Regarding Classroom Behavior:**

Please turn your cell-phone off or to silent mode before lecture or seminar/lab begins. In order to provide a good learning environment for all students, cell-phone ringing, texting, or personal chatter during lectures or labs is unacceptable and may result in being ejected from lectures and seminars/ labs. During group discussions students are expected to express themselves politely to one another and to their lecturer or tutor. Although you may bring drinking water to lectures, please be advised that in lab rooms the university policy does not permit the consumption of food or beverages. Please arrive at least 5 minutes before your lecture or seminar/lab commences. Please try to minimize the disruption of the class if you are unavoidably late or have to leave early.

### **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.

Any and all statements contained in any assignment or paper that is based upon the ideas or words of another must be properly credited to the original author or source. Paraphrasing the ideas or words of another is acceptable so long as the original author or source is cited. DO NOT quote words or expressions from existing works verbatim without designating the passage as a quote and crediting the source. Any student who plagiarizes the work of any other person (author, professor, student, parent, friend, etc.) is committing academic dishonesty and misconduct, which will result in an automatic *failure of the course*.

### **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.

*Note: This syllabus is subject to revision before or during the course at the discretion of the instructor.*

## Grading:

### **International grading scale**

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

### **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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

## 293NMARK665M – International B2B Marketing

elective

Fall 2016/2017

Course leader:	Dr. Patrick R. Bohl
Department:	Department of Marketing, Marketing and Media Institute
Office hours:	Contact me by email to schedule an appointment. May be held in person, or via phone, depending on circumstances.
Availability:	Email address: patrick.bohl@uni-corvinus.hu
Course type:	elective
Prerequisites:	Marketing
Credits:	6 ECTS
Number of hours per semester	14 lectures + 14 seminars
Time of lecture (L):	Thursdays 17:20 – 18:50 Room: C203
Time of seminar (S):	Thursdays 19:10 – 20:40 Room: C203

### **Aims and objectives and description of the course:**

This International Business-to-Business (B2B) Marketing course covers business concepts, marketing activities, management systems, and supporting technologies that can lead to successful development and management of a marketing system in a global B2B market place. The course focuses on a wide range of current issues in B2B marketing, such as understanding industrial marketing decisionmaking, segmenting, targeting and positioning strategy in business markets, B2B branding, business networks and relationships, channel strategy and B2B e-commerce. This course is also aimed to assist students in building critical analytical and problem-solving abilities in real-life international marketing challenges.

### **Learning outcomes:**

Upon successful completion of this course, the student will be able to:

- (1) Describe the nature, structure and distinguishing characteristics of the business market;
- (2) Identify, analyze, and manage critical B2B marketing problems using quantitative and qualitative methods;
- (3) Make reasonable and ethical decisions in B2B marketing that deal with global practices, strategies, negotiations, and management;
- (4) Develop and utilize business models and frameworks to professionally and strategically describe practical B2B marketing management processes;
- (5) Develop oral and written communication skills in an international environment.

### **Methodology to be used:**

The course will be a combination of theoretical lectures, case studies, classroom discussions and group assignments. Participants are expected to complete the preparation for each class and ready to engage. This will allow dedicating more time to classroom discussions than to up-front lectures and, by doing so, maximizing the experience while still covering the necessary course material.

Case studies are used to illustrate real life examples and will help to explain and apply marketing concepts and analytics. Students will give their summary or analysis of cases scheduled for the given course and therefore need to be prepared. Participants will complete group assignments and present case analysis in class. I have learnt from experience that cold calling really helps enhance learning outcomes for students. Therefore, I will cold call on you. If for some reason, you are not well prepared please feel free to tell me ahead of time on the day. You do not have to give me any reason for it. You can use this option once during the term on any case discussion. The cases have been carefully selected to make a series of points, and some cases may not be particularly recent. *This is because a case is a pedagogical device designed to make a point, and these cases have been proven to do so well. They are not intended to be a summary of current events in a particular industry or market.*

**Detailed class schedule, 1<sup>st</sup> – 14<sup>th</sup> week:**

Date	wk.	Topics to be discussed, readings required for the class	Preparation before the class
9/8	L1	Introduction to International B2B Marketing	
9/8	S1	Introduction to International B2B Marketing	
9/15	L2	Understanding business markets	
9/15	S2	<b>Case: Olymp'IA Flavors</b>	prepare case
9/22	L3	Customer analytics	
9/22	S3	<b>Case: Olymp'IA Flavors (con'd)</b>	prepare case
9/29	L4	Organisational buying behaviour	
9/29	S4	<b>Case: Bose Corporation: The JIT II Programme</b>	prepare case
10/6	L5	Concepts of business strategy	
10/6	S5	B2B branding	
10/13	L6	Developing the product, service and value of the offering	
10/13	S6	<b>Case: Marketing at Bain &amp; Company</b>	prepare case
10/20	L7	B2B pricing	
10/20	S7	<b>Case: Barco Projection Systems</b>	prepare case
10/27	L8	Mid-term exams	
10/27	S8	Global marketing	
11/03	L9	Business channel management	
11/03	S9	<b>Case: Precise Software Solutions</b>	prepare case
11/10	L10	Delivering new business (1)	
11/10	S10	<b>Case: WESCO Distribution Inc.</b>	prepare case
11/17	L11	Delivering new business (2)	
11/17	S11	<b>Case: Siebel Systems</b>	prepare case
11/24	L12	Presentations	
11/24	S12	<b>Case: Siebel Systems (con'd)</b>	prepare case
12/1	L13	Sustaining customer relationships	
12/1	S13	Presentations	
12/8	L14	Business to business e-commerce	
12/8	S14	Presentations	
12/15		Final Exam	
12/22		Make-up Exam	

## **Assignments:**

### 1. Value Assessment (team project)

This project is intended to practice application of concepts and theoretical frameworks discussed in class in a holistic manner. While each class concentrates on a specific selection, this assignment will require applying the knowledge gained in an integrated manner. This project is team based. Each team selects a B2B market offering, which can be both an existing or hypothetical product/service. You need to select your offering during the first week of the course and the group needs to send an email stating the selected offering by Sept 25th. You will then be required to hold a presentation towards the end of the class. Refer to Appendix I for more details.

### 2. Written case assignments (individual project)

You will select two cases among those listed in Appendix II and prepare individually a written analysis as a class assignment. Those selecting the first case will receive a bonus of 20% as an incentive to go first. These assignments will ensure you develop skills in written communication and analysis of a complex business problem. The assignments are due on the day we will discuss the respective case, 8.00 am. Refer to Appendix III for more details.

## **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 participation  
20% value assessment  
10% two written case analysis  
30% mid-term exam  
30% final exam

## **Class participation:**

Not to be confused with attendance, class participation is the practice of engaging your professor and fellow students during presentations and discussions with thoughtful and timely contributions.

*Opinions vary, civility is constant.* You should feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Respect for your peers and professor is the sine qua non of great discussions and great learning experiences. Class participation will be assessed using the following guidelines:

Level of Participation	Mark
Attendance below minimum requirement of 80%	0
Attendance requirements met, but no contribution to class activities	1-2
Attendance requirements met and participation in team activities during classes	3-4
Attendance requirements met, participation in team activities during classes and contributions to class discussion	5-6
Attendance requirements met, participation in team activities during class, relevant and constructive contributions to class discussion.	7-8
Has satisfied all of the above and demonstrated excellence in their contribution that enhanced the quality of the learning experience	9-10

### **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.

*You will NOT need to access the web during lectures or seminars. Your laptop should be closed.* If you want to use it for taking notes, consult me. Also inform me if your English language skills need to be empowered by a dictionary app. Communication devices must be turned off in the classroom.

### **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 shall be offered (as this is a core elective course). 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 readings:

Anderson, James C., James A. Narus and Das Narayandas (2009): Business Market Management: Understanding, Creating and Delivering Value, Prentice Hall.  
Cases or readings distributed in print, or - subject to copyrights - uploaded to Moodle.

### Recommended readings:

Readings posted on Moodle

**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**

Percentage achieved	International grade
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**

Percentage achieved	Hungarian grade	ECTS equivalent	Explanation for the Hungarian grade
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)

**APPENDIX I**  
**Value Assessment team assignment**

**Value Assessment Term Project**

- (1) Identify the offering's main competitor.
  - List the offering's value components (cost savings and revenue enhancement) and price elements (e.g., suggested resale price, discounts, leasing fees, extended warranties)
  - Determine the "points of parity," "points of difference," and "points of contention" for the two market offerings
  - Try to streamline the complete list down to between five and seven value and price elements by eliminating points of parity, trivial points of difference, and non-quantifiable points of contention.
- (2) Write simple word equations for the value and price elements. If you cannot write an equation yet feel a value element is important, treat it as a "placeholder." Summarize all the assumptions related to your market offering and its competitor (e.g., usage facts, costs, prices, product life cycle, interest rates).
- (3) Construct a customer value model and spreadsheet for the market offering. Include "placeholders" wherever appropriate on your spreadsheet. The customer value model should contain: a list of word equations, all data and assumptions, and a spreadsheet.
  - Be sure to calculate the value-in-use of your example by subtracting the total value minus the price of the competitor's offering from the total value minus the price of your market offering.
  - Based on your model try to isolate the most important "value driver" (the one generating the greatest worth).
- (4) Write a one paragraph value proposition.
- (5) Create a value-based communication tool (e.g., collateral materials, a sales presentation, an advertisement, or an interactive spreadsheet for the internet) that the supplier firm can use to market the offering.
- (6) Report on your findings in a three to five page paper, plus supporting exhibits on Nov 10th. To summarize, your report should contain a description of the market offering; a comprehensive list of value elements; identification of points of parity, difference, and contention; and a customer value model, value-proposition, and value-based communication tool. Please attach appropriate spreadsheets with financial information and any collateral materials. Please note that though not required, it will be helpful to talk to one or more managers from the company.
- (7) Present your findings to class on a pre-agreed date during the seminar, either Nov 24th, Dec 1st or Dec 8th.

It is very strongly recommended that all groups...

- Elect a spokesperson / chairperson to coordinate the individual efforts of the group. Please note that marks for individual group members may be adjusted based on their contribution to the group project.
- Document and minute all meetings. Minutes should be kept, as these will be used in any dispute over the allocation of marks to group members.
- Inform the professor before Week 10 if the group feels that the contributions of group members have been unequal. Adjustments to marks of individual group members to reflect their proportionate contribution cannot be considered after this point.
- In the event of a group becoming dysfunctional, the professor must be informed as soon as possible so that remedial action can be taken.

**APPENDIX II**  
**Case studies discussed in class**

Case 1	Olymp'IA Flavors – market segmentation
Case 2	Bose Corporation: The JIT II Programme
Case 3	Marketing at Bain & Company
Case 4	Barco Projection Systems
Case 5	Precise Software Solutions
Case 6	WESCO Distribution Inc.
Case 7	Siebel Systems

The above cases have been carefully selected to support the learning process and develop skills necessary to solve real business solutions rather than simply internalize textbook knowledge. You are expected to prepare for each seminar by analyzing the case which will be discussed in class.

**Preparing a case for class discussion**

1. Read the case as fast as you can, and meanwhile as yourself „What broadly is the case about and what types of information am I being given to analyse?“
2. Read the case very carefully underlining what seem to be the key facts as you go. Try to put yourself in the position of the manager and to develop a sense of involvement in her or his problems.
3. Define what you believe are the basic issues.
4. Identify the relevant areas for analysis, noting each on a sheet of paper.
5. Go back through the case jotting down on your work sheets the facts that are relevant for each of your areas of analysis.
6. Study the factual information as you have sorted it out, weighing both the qualitative and quantitative evidence carefully. Note your conclusions for each analytical area.
7. Review your conclusions, then formulate a set of recommendations directed at the issues you've identified.

Step 2 above is the most important part of the analytical process. In cases, the issues are usually indicated in the opening and closing paragraphs, but you may also find pieces of the problem scattered throughout the case.

After (!) completing the above, meet with your discussion group, present your arguments to members of the group and hear their arguments. This helps each member to refine, adjust and fill out his or her thinking. It is not necessary, or even desirable, that you agree. Do not, however, discuss the case with people outside of your discussion group, especially when working on a case you are required to analyse in writing.

## APPENDIX II

### Written case analysis

You need to select two cases of the above on the first day of class and prepare a written analysis as a class assignment. The assignment is due on the morning of the class when this case is discussed, to be sent by email no later than 8.00 am. DO NOT DISTRIBUTE your assignment to other members of the class, as this reduces the learning experience for them. The cases should be analyzed using the following method:

1. Situation and relevant facts - For example: What are the objectives of the organization involved? Identify any restrictions. State at least four or five relevant or important facts. Also, briefly describe the current situation the firm is involved in. This step is the briefest step.
2. Problem Definition - The problem is best explained as the gap between the actual state of affairs and the desired state affairs. In other words, the problem is not poor net profits, the problem is the gap between current net profit and the desired net profit. The problem is often best stated as a question, for example: How do I close the gap between the current 1% net profit margin and the desired 4% net profit margin? For this reason, this step is sometimes called „gap analysis”. The solution you select in step 4 should answer the problem stated in step 2.
3. Alternatives - For example: State at least four or five possible alternative plans or solutions that will help the firm solve its problem(s). You may have short range and long range alternative courses of action. In the business world there is always more than one way to solve a problem. Financial considerations often dictate several different possible alternatives. One or more of the alternatives listed in step 3 will become your solution in step 4.
4. Solution - (YOUR RECOMMENDATION) First, give your solution(s), then give factual justification and/or logical reasoning in support of your recommended solution(s). State why your solution is effective or efficient.  
Implementing the Solution - Implementation and evaluation of solution - how do you plan to actually solve the problem? (give details in you explanation of your solution). For example, you may have a short term and long term solution. Are the desired and actual solution now the same? How will you evaluate progress over time toward reaching the desired solution?

Homework case studies should be neatly typed, double spaced, and should not exceed four pages in length, plus one page of appendix with tables and charts.

## 293NMARK671M - CUSTOMER RELATIONSHIP MANAGEMENT

*Fall 2017*

### **Objectives of the course**

Customer relationship management (CRM) applications have gained a substantial territory to support sales and marketing activity of the companies. The course aims to give a comprehensive view on the business processes and performance consequences of CRM.

### **Learning outcomes**

By completing the course, students become familiar with the business and marketing tools based on customer identification, calculation of customer life-time value (CLV), designing marketing strategy and campaigns in line with CRM programs, and organizational and performance consequences of CRM. The course has a purpose to connect marketing management and analytical skills of the students.

### **Course description**

The course covers several domains of CRM. First, the core concept of CRM is introduced and compared to traditional marketing approach. Large emphasis is laid on the specific marketing approach in CRM (customer acquisition, retention, churn, add-on selling). Customer life-time value analysis and related marketing activities, such as CRM campaigns will be discussed. Task related to CRM planning and system integration are discussed through business cases and by guest speakers from telecommunication, banking, retail, and IT industry. The course closes with studying performance consequences of CRM and special (B2B, non-profit) applications.

**Instructor:** Irma Agárdi, PhD

Marketing and Media Institute, Marketing Department

Email: irma.agardi@uni-corvinus.hu

Speaking hours: Tuesday 15:00-16:00, Room E355 (main building)

### **Time of the class:**

Tuesday 9.50-11.20 and 11.40-13.10, Room C106 (new building)

### **Teaching and learning methods**

The course is a combination of theoretical knowledge and practical exercises. Practical exercises include case studies, class discussions, and computer lab exercise. Important part of the course is the group project where students should conduct customer life-time value analysis related to a business case. Based on their results, they shall develop marketing programs considering also the business consequences. Finally, guest lecturers will provide practical insights into CRM applications.

### **Compulsory readings:**

Kumar, V., Reinartz, W. [2006]: Customer Relationship Management: A Databased Approach. 1st ed. Wiley&Sons. or

Kumar, V., Reinartz, W. [2012]: Customer Relationship Management. Concept, strategy, and tools. 2nd ed. Springer, Berlin

### **Recommended readings:**

Blattberg, R.C., Getz, G., Thomas, J.S. [2001]: Customer Equity. Building and Managing Relationships as Valuable Assets. Harvard Business School Press

Articles related to the underlying topics (Please follow the Moodle site of the course.)

**Assignments**

Students have to solve 3 case studies *individually* and hand in a maximum 5-page PowerPoint assignment of each case study (5 pages excluding the front page and max. 1-page appendix). Case study assignments should be uploaded to Moodle at the day of case discussion, but no later than 9.50. For deadlines see the detailed class schedule. Please note, that no assignments will be accepted after the deadline!

Furthermore, *group project works* (4-5 persons) have to be completed; project works will be handed out during the course. The project work is a case study related to a business problem and customer database that has to be analyzed. Based on the results, the group develops suggestions for the company's CRM and marketing strategy considering the business consequences of the suggestions. The analysis and suggestions should be documented in a max. 10-page report (+ appendixes). The printed project report should be turned in at the beginning of the last class, but no later than 9.50. The project work should be also presented by the group in 15 minutes.

**Assessment**

The assessment of the course performance consists of class participation; case study assignments, group project work, and a final exam. Class participation is evaluated in terms of attendance and contribution. Students have to deliver two types of written work: case study assignment are individual; project works are group exercises. The term will be closed by a case study exam.

20 points	class participation (attendance 10 points, contribution 10 points)
30 points	case study assignments (10 points each)
30 points	project work (20 points written report, 10 points presentation)
20 points	final exam

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Total: 100 points

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

**Class attendance:**

Class attendance is mandatory. **Participation in lectures** is an important part of the process and understanding of the subject. **Attendance of the seminars is compulsory.** The acceptable level of absence is 1 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.

**Grading:**

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

## Detailed class schedule

Date	Topic	Readings
September 5	Introduction to the course and concept of CRM. The ACE Grocery's Dilemma.	Kumar, V., Reinartz, W.J. [2012]: Chapter 1-2
September 12	The role of CRM systems in the corporate strategy. Harrah's DVD case.	Kumar, V., Reinartz, W.J. [2012]: Chapter 3 Harrah's Entertainment Corp. HBS Case Study
September 19	Customer identification, databases. Modelling the Behavior of Customers.	Kumar, V., Reinartz W.J.[2012]: Chapter6- 8, 14
September 26	Customer metrics, Customer Lifetime Value. Buford Electrics. Excel Exercise	Kumar, V., Reinartz W.J.[2012].: Chapter 5-6
October 3	Marketing strategy in CRM. Customer Acquisition. <i>Internet Customer Acquisition at Bankinter. Case discussion.</i>	Blattberg, R.C., Getz, G., Thomas, J.S. [2001]: pp. 3-12, 35-66 Internet Customer Acquisition at Bankinter HBS Case Study
October 10	Marketing strategy in CRM: Customer Retention and Churn. <b>HubSpot: Lower Churn through Greater CHI. Case discussion*</b>	Blattberg, R.C., Getz, G., Thomas, J.S. [2001]: pp. 67-93 HubSpot: Lower Churn through Greater CHI.
October 17	Marketing strategy in CRM: Add-on selling <b>The Rosewood Hotels&amp;Resorts: Branding to Increase Profitability and Lifetime Value. Case discussion.*</b>	Blattberg, R.C., Getz, G., Thomas, J.S. [2001]: pp. 95-123 The Rosewood Hotels&Resorts: Branding to Increase Profitability and Lifetime Value. HBS Case Study
October 24	Marketing strategy in CRM: Loyalty Programs. <b>Olympic Rent-A-Car: Customer Loyalty Battles. Case discussion*</b>	Kumar, V., Reinartz W.J. [2012]: Chapter 10 Olympic Rent-A-Car: Customer Loyalty Battles. HBS Case Study
October 30	<i>Autumn break. No classes.</i>	
November 7	Management of CRM Campaigns. <i>Project work topics will be available on Moodle.</i>	Kumar, V., Reinartz W.J. [2012]: Chapter 11
November 14	Managing Marketing Channels. Designing Channels based on CLV (Excel exercise)	Kumar, V., Reinartz W.J. [2012]: Chapter 12
November 21	IT Solutions, Project Management, and <i>Project work consultation.</i>	Kumar, V., Reinartz, W.J[2012].: Chapter 9
November 28	Performance Measurement in CRM.	Kumar, V., Reinartz, W.J[2012]: Chapter 4
December 5	<b>Deadline for project works!</b> Project work presentations	

\* **Assignment should be handed in.**

## 293NMARKV677M–

### Online Marketing in Tourism Spring 2016/2017

<b>Course leader:</b>	Ivett Sziva PhD
<b>Lecturer(s):</b>	Ivett Sziva PhD
<b>Department:</b>	Department of Tourism
<b>Office hours:</b>	tba
<b>Availability:</b>	Room:359 Ivett.sziva@uni-corvinus.hu
<b>Course type:</b>	
<b>Prerequisites:</b>	none
<b>Credits:</b>	6
<b>Number of hours per semester</b>	Lectures and Seminars
<b>Time of class:</b>	tba
<b>Venue:</b>	tba

#### **Aims and objectives and description of the course:**

The aim of the module is to equip students with solid understanding of marketing on online platforms applied by the different tourism actors. Students will be introduced to current concepts in online marketing specialities in tourism in both theoretical terms as well as practical application. We will consider various approaches to e-business, and the different aspects of the different tourism service suppliers from airlines to hotel sector and destinations.

#### **Learning outcomes:**

##### **Theoretical concepts to learn and work with:**

- ✓ The basic concepts of e-business
- ✓ Current concepts in online marketing and branding
- ✓ Internet usage from customer side
- ✓ Different online marketing communication tools

##### **Practical skills to learn and work with:**

- ✓ Implementing the online marketing capabilities
- ✓ Undertaking online marketing research projects
- ✓ Understanding internet behaviour of different segments of tourists
- ✓ Designing online marketing communications campaigns

**Methodology to be used:**

The classes make use of a combination of lectures, discussions, workshops and debates. Students will play an interactive role in the classes and a number of directed and student centred activities will be given.

**Detailed class schedule, 1<sup>st</sup> – 15<sup>th</sup> week:**

Lectures will take place in Corvinus University in a form of block courses to be defined in January 2017.

<b><u>Date of class</u></b>	<b><u>Topics to be discussed, readings required for the class</u></b>
Week 1	Defining e-business and its role in competitiveness
Week 2	Defining e-tourism and the main trends of ICT in tourism
Week 3	Defining online marketing tools used in tourism
Week 4	Online marketing planning in tourism
Week 5	Social media marketing in tourism
Week 6	Mobile marketing and application
Week 7	(Midterm exam week)
Week 8	Online marketing in Hospitality
Week 9	Online marketing in OTA (Online Travel Agencies)
Week 10	Airlines' digital marketing
Week 11	Marketing destinations online
Week 12	Online marketing in Transport sector
Week 13	Marketing attractions (cultural and health tourism facilities)
Week 14	Presentation of students' project
Exam week	Final exam

**Assignments:**

Students will be asked to undertake one piece of coursework during the semester which will be worth 40% of the final grade. This will be an online communication plan of a particularly service supplier in the framework of students' project, for a certain destination, or quarter. The groups will include a maximum of 3 people each. The presentation must be a minimum of 25 to a maximum of 30 minutes, followed by a 3 minute QA session. The completion of this work is a prerequisite to finish the course. Late assignment: maximum of two weeks, with 20% automatic reduction of the mark.

### **Assessment, grading:**

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

30% midterm exam

30% final exam

40% group presentation (students' project; 30 minute presentation by a group)

### **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:**

- Xiang, Z., Magnini, V. P., & Fesenmaier, D. R. (2015). Information technology and consumer behavior in travel and tourism: Insights from travel planning using the internet. *Journal of Retailing and Consumer Services*, 22, 244-249.
- Law, R., Buhalis, D., & Cobanoglu, C. (2014). Progress on information and communication technologies in hospitality and tourism. *International Journal of Contemporary Hospitality Management*, 26(5), 727-750.
- VisitWales (2015) Digital Tourism: How to guide? at URL: <https://businesswales.gov.wales/sites/business-wales/files/Digital-Tourism-How-to-Guide%5B1%5D.pdf>
- Philippe Bussière, Frédéric Gonzalo (2015) *Social Media Best Practices in Travel Marketing* (eBook) ISBN: 9780994750204

You are also expected to read and analyse a number of journal articles (especially the ones mentioned in the table below) and other cultural artefacts during this course, including notes, videos and destination promotional material.

### **Recommended readings:**

- Buhalis, D., & Law, R. (2008). Progress in information technology and tourism management: 20 years on and 10 years after the Internet—The state of eTourism research. *Tourism management*, 29(4), 609-623.
- Euromonitor International (2014). The new online travel consumer. Euromonitor International
- Anderson, C.K. (2012) The Impact of Social Media on Lodging Performance Cornell Hospitality Report, November 2012, [www.chr.cornell.edu](http://www.chr.cornell.edu)
- Buhalis, D. – Foerste, M. (2015) SoCoMo marketing for travel and tourism: Empowering co-creation of value; *Journal of Destination Marketing&Management*. 4 (2015) 151–161

**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	<b>A+</b>
94-96	<b>A</b>
90-93	<b>A-</b>
87-89	<b>B+</b>
84-86	<b>B</b>
80-83	<b>B-</b>
77-79	<b>C+</b>
74-76	<b>C</b>
70-73	<b>C-</b>
67-69	<b>D+</b>
64-66	<b>D</b>
60-63	<b>D-</b>
0-59	<b>F</b>

### 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	<b>5</b>	<b>A</b>	<b>Excellent</b>
77-86	<b>4</b>	<b>B</b>	<b>Good</b>
67-76	<b>3</b>	<b>C</b>	<b>Satisfactory</b>
60-66	<b>2</b>	<b>D</b>	<b>Pass</b>
0-59	<b>1</b>	<b>F</b>	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

## **Course: *Management of Information Technology***

**Credit: 3**

Full-time MBA programme, Spring 2017

### **Instructor:**

***Gábor Klimkó PhD MBA CISA PMP***

***research fellow***

*Budapest Corvinus University*

*Institute of Information Technology, Department of Information Systems*

E-mail: [gabor.klimko@uni-corvinus.hu](mailto:gabor.klimko@uni-corvinus.hu)

### **Aims of the course and teaching methodology**

The course aims to demonstrate the role of Information Technology (IT) in business. It is assumed that participants have general management interest as opposed to technology orientation; therefore the focus is on the user and the general management side. Students do not need to have any background in IT, however, they should have interest and positive attitude towards learning about the potential applications of IT.

In our time all industries are based on use of information resources. Information resources can be reached using the appropriate technology that is changing at an increasing pace. As a consequence, businesses are facing several challenges at selecting, implementing and operating Information Systems (ISs). There are several IS and IT related issues which have to be dealt within the context of general managerial functions; for example how to collaborate with business partners in an advanced technology environment; what is the impact of ISs on organizations and their business strategy; what are the ethical as well as security issues of ISs, what are the components of an IT infrastructure; what are the key system applications for the digital age and how to build and manage systems. On the conceptual level, the course intends to deliver a broad understanding and appreciation of the aforementioned issues in the managerial portfolio. It should also give a solid understanding of the main concepts of the topic.

The course is based on Laudon and Laudon's book that in each chapter sets the context with an opening case, summarizes the theoretical background and contains exercises as well as questions for discussion. The class is expected to focus on practical issues, too.

### **Course schedule**

Sessions start at 13.40 on Tuesdays. Two lectures are held at each session that last 90 minutes. The break between the sessions takes 20 minutes. Participation on the sessions is obligatory by CMS rules.

<b>Session date</b>	<b>Topic</b>	<b>Readings</b>
<i>February 7</i>	<i>The concept of IS and its dimensions. Collaboration and business processes.</i>	<i>Chapter 1: Information Systems in Global - Business Today Chapter 2: Global E-Business and Collaboration</i>
<i>February 21</i>	<i>The impact of ISs on organizations, challenges. Ethical, social and political issues.</i>	<i>Chapter 3: Information Systems, Organizations and Strategy</i>

Session date	Topic	Readings
		<i>Chapter 4: Ethical and Social Issues in Information Systems-</i>
<i>March 7</i>	<i>Elements of IT infrastructure. Managing data resources, principal tools and technologies.</i>	<i>Chapter 5: Infrastructure and Emerging Technology Chapter 6: Foundations of Business Intelligence: Databases and Information Management-</i>
<i>March 21</i>	<i>Principal components and types of telecommunications networks. Vulnerability issues of ISs.</i>	<i>Chapter 7: Telecommunications, the Internet and Wireless Technology Chapter 8: Securing Information Systems-</i>
<i>April 4</i>	<i>Key applications: supply chain management systems, customer relationship management systems. The impact of e-commerce.</i>	<i>Chapter 9: Enterprise Applications Chapter 10: E-commerce: Digital Markets, Digital Goods</i>
<i>April 18</i>	<i>The role and tools of knowledge management in business. The process of decision making and its supporting applications.</i>	<i>Chapter 11: Managing Knowledge Chapter 12. Enhancing Decision Making</i>
<i>May 2</i>	<i>The systems development process. The role of project management in developing ISs.</i>	<i>Chapter 13: Building Information Systems Chapter 14: Managing Projects</i>

## **Assignments**

There will be class discussions of mini-cases as well as presentations and discussions delivered by student teams either

- a) on bringing technology advancements in business (“technology talks”, TTs) or
- b) on a real current situation of using information technology (“My Own Cases”)

Presentations are given by student teams of 3-5 students. Each student is expected to be a member of one team.

TT presentations are expected to focus on an innovative technology trend in order to assess their business potential. Teams have to put forward three alternative topics (including the option of “My Own Case”) online. Final topics and presentation dates will be announced by the course instructor. Draft presentations should be sent to the instructor one week prior their final date. Having had a brief introduction on the technical nature of the selected technology, the presentation should focus on its business potential and its effect on existing businesses. It should also demonstrate some of the “best practice” examples where it is possible. Presentations should be of 15-20 minutes length, with a maximum of 10 slides. Questions and answers, or discussion moderated by the presenters could last 10-15 minutes. The presentation should also include an extra (last) slide detailing personal contribution of each group member. Possible TT topics are:

- usage of drones
- cloud computing
- data mining
- artificial intelligence
- 3D printing
- social media tools
- augmented/virtual reality

Teams are allowed to prepare a “My Own Case” presentation rather than a discussion of a new technology. The case should present a relevant and interesting IT application or a way of using the IT at the company of one of the team members. Note that all team members have to contribute to the final presentation. The case should follow the outline listed below.

- Company facts sheet
- The business challenge and the IT solution to it
- Live show (where applicable)
- Lessons learned (challenges of implementation, employees’ attitude towards... etc.
- Relating the case to the framework of the course: identifying the proper context.

All other rules are the same as regarding the Technology Talks above.

### **Grading policies/deliverables**

There will be a midcourse test on 21<sup>st</sup> March and a final test on 2<sup>nd</sup> May, for 30 -30 points. Achieving at least 10 points in each test is required. Alternate dates for the tests will be offered if it is necessary.

With technology talks and own cases students can earn up to 40 points; for the presentation and its content 30 points, for dealing with Q&A 10 points.

On the basis of participation a student can get 10 points as a maximum.

### **Constructive engagement**

Participation is an essential element of the course. There are many ways in which a student can participate. The most obvious way is by making comments that inform and illuminate or by raising questions that require attention. In managing, you must be able to share the results of your reflection and analysis, raise questions and respond to queries from others.

### **Grading scale**

Grades: 87 point - excellent; 77-86 points good; 67-76 points satisfactory; 60-66 points pass; 0-59 fail.

### **Obligatory reading**

Laudon and Laudon: Management Information Systems: Managing the Digital Firm.14<sup>th</sup> ed., Pearson 2014.

### **Suggested readings**

*Gábor Klimkó  
research fellow*

**INTERNATIONAL STRATEGY**  
**MBA Program**  
**Spring Semester, 2014/2015**

<b>Course leader:</b>	Erzsébet Czakó, Professor
<b>Department:</b>	Department of Business Studies, Institute of Business Economics
<b>Office hours:</b>	Tuesday, 13.45-14.45, E137
<b>Availability:</b>	Phone number: 482-5424
	Room: E137
	Email address: erzsebet.czako@uni-orvinus.hu
<b>Course type:</b>	Core, master level
<b>Prerequisites:</b>	Standard undergraduate course on business
<b>Credits:</b>	6
<b>Number of hours per semester</b>	(in-class: 14x2x90=) 28
<b>Time of class:</b>	Tuesday, 13.40-15.10; 15.30-17.00
<b>Venue:</b>	E3005

**Aims and objectives and description of the course:**

The aim of the course is to provide solid basis on international and global strategy, its formulation concepts and tools, and its relatedness to challenges in global context. Most relevant topics and concepts will be discussed by case studies. Some of them are the following: what international/global strategy is about; reasons for foreign market entry, selection of host country, multinational and global industries, configurations of multinational enterprises, across border governance and ethical challenges and dilemmas in international contexts. The course also intends to familiarize students with international enterprises from different parts of the world and their challenges in international contexts.

**Learning outcomes:**

After completing the course you may

- be familiar and able to apply strategy esp. international strategy concepts and tools for analyzing strategic challenges in the internationalization process of enterprises;
- be aware of strategic management issues of multinational enterprises and top-level management challenges in different international contexts;
- be familiar with multinational enterprises from different part of the world and their challenges;
- have got upgraded skills and competences in structuring, 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 their home and host counties, to show a toolkit applicable in their strategy formulation. The course covers three broad areas: (1) globalization and internationalization of enterprises and its strategic challenges (2) multinational enterprises (MNEs) and their strategic management challenges; and (3) global strategic management issues. Besides textbook materials we rely on case studies and video cases to expose, demonstrate and confront theoretical findings with practical managerial challenges.

Some sessions wholly or partly will be devoted to case discussions and presentations. The aim of these sessions is to employ and crystallize that far discussed concepts and issues. Three classes are devoted to whole class case discussions. Each case discussion is based on the assigned case analysis and its write-up.

**Methodology to be used:**

This course uses a combination of lectures, discussions and small group (of 3 - 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 will be available in the **Moodle** system of CUB.

**Detailed class schedule, 1<sup>st</sup> – 14<sup>th</sup> week:**

<b>Date of class</b>	<b>Topics to be discussed, readings required for the class</b>
Week 1 Febr 9	<b>Introduction.</b> (TB Chapter 1) Cases: Foxconn. GE's reverse innovation from the base of the pyramid.
Week 2 Febr 16	<b>Industry competition – an international approach</b> (TB Chapter 2) Cases: Competing in the Indian retail industry. Ryanair: the continuous search for low cost. <u>High fashion fights recession.</u>
<b>Week 3 Febr 23</b>	<b>Case based problem solving. – Zsolt Ábrahám</b>
Week 4 March 1	<b>Resources and capabilities – what to build on?</b> (TB Chapter 3) Cases: IBM at 100. From copycats to innovators
Week 5 March 8	<b>Institutions, cultures and ethics</b> (TB Chapter 4) Cases: The institution-based motivation behind emerging multinationals. Facebook violates privacy. <b>Case discussion: SolarWorld USA. TB140-146.</b>
Week 6. Marc 15	<b>National holiday – no classes</b>
Week 7 March 22	<b>Foreign market entries</b> (TB Chapter 5) Case: Enter the United States by bus. Russian firms spread their wings. Israel: the start-up nation. Wrap up.
Week 8 March 29	<b>Midterm exam – 20% (TB Chapters 1-5)</b> <b>The entrepreneurial firm 1</b> (TB Chapter 6) Cases: <u>Microfinances: macro success of global mass?</u>
Week 9 Apr 5	<b>Strategic alliances and networks</b> (TB Chapter 7) Cases: Yum! Brands teams up with Sinopec. The tug of war over Japan Airlines. BP, AAR, and TNK-BP
Week 10 Apr 12	<b>Diversification and acquisitions</b> (TB Chapter 9) Cases: Corporate diversification strategy in South Korean business groups.. <u>Emerging acquirers from China and India.</u> <b>Case discussion Jobek do Brasil's Joint Venture Challenges. TB 302-309</b>
Week 11 Apr 19	<b>Multinational strategies, structures, and learning</b> (TB, chapter 10) Cases: Samsung's global strategy group. Moving HQs overseas. <u>A subsidiary initiative at Bayer MaterialScience North America.</u>
<b>Week 12 Apr 26</b>	<b>Case based problem solving - – Zsolt Ábrahám</b>
Week 13 May 3	<b>Corporate governance. Corporate Social responsibility</b> (TB Chapter 11 & 12) Cases: Launching the Nissan Leaf: the world's first electric car. Michael Porter on creating shared value.. <b>Case discussion: 3i Group's Investment in Little Sheep, TB 443-455</b> <b>Wrap up.</b>
Week 14 May 10	<b>Final exam – 20% (TB Chapters 7, 9- 12 and in-class presentations)</b>

## **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 effectively. 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 exams.

### **Small group assignments:**

Small group work is to encourage team work and peer learning. Two types of projects (case write-up and presentation) are required, where the performance of the group will be assessed. Each group is expected to submit three case write-ups and give two in-class presentations. Obtained group score will be awarded to each group member regardless his or her individual contribution.

## **Assessment:**

Small group assignments - (24%+16%=) 40 %

Class participation and contribution - 20 %

Midterm and final exams – (20%+20%=) 40 %

### **Small group assignments:**

Classes on the week 3 are to facilitate and support your skill development, which are needed in the small assignments. Classes on week 12 is devoted for further development. Your contribution can be rewarded by 10 extra, bonus points.

**Case write-up project** (24 out of 40%, 8 points each): Three case studies are for home analysis. Each encompasses several issues that have been discussed that far. Please check on deadlines in the class schedule. A no longer than 5 page (app. 20,000 characters) long printed case write-up is due in the class when the case is discussed from each group. Be sure that you have addressed all the assigned questions and made use of that far learnt textbook chapters.

**Presentation projects** (16 out of 40%, 8 points each): Two max 20 minute in-class presentations are expected from each group. The presentation projects are to upgrade your presentation skills by compiling and delivering an interesting and meaningful presentations for your group mates. They are also intended to combine your conceptual knowledge with your collected information. First presentation is due in the first and the second one is in the second term of the semester.

- **The 1<sup>st</sup> presentation** is an overview and description of an MNE in the first term of the semester. It is to familiarize you with an MNE and its analysis by publicly available data and information. The presentation options are the following: Alphabet, Danone, Embraer, Infosys, Prezi, Tata, Tesco, Uber, Xiaomi, and Wizzair. The choice of each group and their presentation date will be fixed on week 3.
- **The 2<sup>nd</sup> presentation** is on a selected country and its attractiveness for international business activities in the second term of the semester. It is to provide an opportunity you to compile and draw conclusions on a country from international business points of view. The presentation options are the following: Argentina, Brazil, Croatia, Denmark, France, Hungary, India, Kenya, Turkey, and USA. The choice of each group and their presentation date will fill be fixed on week 7.

**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. The presentation topic and their dates will be finalized on the 3<sup>rd</sup> week for the first term and on the 7<sup>th</sup> week for the 2<sup>nd</sup> term.

### **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.

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, 0-6 points = I have no or very vague idea who you are and where you stand on issues discussed in class.

You will be assigned an "F" grade if you miss 25% of classes.

### **Midterm and final exams**

Midterm and final exams will consist of essay questions. Closed book exams will be held on the week 8 and 14. You are expected to demonstrate your knowledge on discussed concepts and tools. 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. 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>

**Grading:****International grading scale**

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

**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	<b>Excellent</b>
77-86	4	B	<b>Good</b>
67-76	3	C	<b>Satisfactory</b>
60-66	2	D	<b>Pass</b>
0-59	1	F	<b>Fail</b>
	<b>Nem jelent meg</b>	<b>DNA</b>	<b>Did not attend (no credit)</b>
	<b>Nem vizsgázott</b>	<b>I</b>	<b>Incomplete (no credit)</b>
	<b>Aláírva</b>	<b>S</b>	<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>	<b>Refused (no credit)</b>

# Course: Process Management

Full-time MBA Program, Spring 2017, Group 8

## Tutor

György Drótos, Ph.D., Associate Professor, Head of Department

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Office: Main Building, Room 342

Consulting hours: Monday 2.00-.3.30 pm between (with prior e-mail notification till Friday 12.00 am)

## Objective of the course

The objective of the course is to give a broad overview on what process orientation means in contemporary organizations. Having highlighted the strategic significance of business processes the course will cover two broad areas: process transformation and process execution.

First, different process transformation approaches and methodologies will be tackled, together with related process mapping, process evaluation, and process design techniques. Inter-organizational process will be also in the focus.

Then, key areas of the day-to-day management of processes will be discussed. Process performance management, process-oriented organization, and business process continuity are probably those issues, which concern managers most. These fields are not only the cornerstones of the stable operation, but also potential triggers for further improvement.

Where applicable, the topics covered will be coupled with their supporting IT systems. It is not intended to develop hands-on computer skills in any system, but to build a general understanding on how certain technologies catalyze business processes, what the critical issues in their implementation are, and how the market of the related IT systems evolves.

## Teaching methodology

The teaching methodology includes interactive lectures, student presentations, situation games, and case study discussions.

## Course Schedule

Session	Topic	Learning objectives	Skills, competencies, students develop	Methods used in the session	Obligatory reading
3 Feb 9.00 am 10.30 am	Introduction / The History of Process Management;	- Learn the evolution and basic concepts of process oriented thinking	- Use the basic concepts and definitions of process management consequently	- Interactive lecture	Textbook: Chapter 1  Hammer: What is process management? (Find in Moodle)
3 Feb 10.50 am 12.20 pm	Basic Concepts, Strategic significance	- Appreciate the strategic nature of process management	- Connect strategic objectives and business processes	- Interactive lecture	
17 Feb 9.00 am 10.30 am	Business Process Reengineering vs. Continuous Improvement	- Learn the premises and methodology of different process management approaches - Appreciate the role of IT in radical process redesign	- Recognize when BPR or CPI is needed - Creatively apply IT to business processes - Actively participate in and lead business process transformation projects	- Interactive lecture - Case studies on class	Textbook: Chapter 2 and 3.  Conger: Six Sigma and Business Process Management. (Find in Moodle)
17 Feb 10.50 am 12.20 pm	Lean Management and Six Sigma Approach	- Learn how to apply leading edge methodologies in process improvement	- Initiate and manage Lean management and Six Sigma projects in organizations	- Guest lecture - M&M game	
10 Mar 9.00 am 10.30 am	Process Analysis (including Benchmarking) and Design	- Learn how to map and analyze business processes - Learn what you can expect from leading edge IT applications in process analysis and design - Learn how to find best practices and how to apply them to actual business problems	- Systematically map and analyze processes - Make intelligent choices among process analysis and design IT tools - Use benchmark to improve business processes	- Interactive lecture - Electric Bulb game	Textbook: Chapter 5, 6 and 9 (pp. 297-316 only)
10 Mar 10.50 am 12.20 pm	IT-Catalyzed Process Transformation	- Explore steps and traps in Process Transformation - Learn the business potential and risks of ERP/WF/GW implementations	- Plan and manage Process Transformation Projects - Actively participate in ERP/WF/GW implementation projects	- Interactive lecture - Case study: Richter (Find in Moodle)	

Session	Topic	Learning objectives	Skills, competencies, students develop	Methods used in the session	Obligatory reading
24 Mar 9.00 am 10.30 am	Process Performance Management (PPM)	<ul style="list-style-type: none"> <li>- Learn how to plan, measure, and report process performance</li> <li>- Learn how process performance management can be supported by IT</li> </ul>	<ul style="list-style-type: none"> <li>- Plan, measure, and report process performance indicators</li> <li>- Find appropriate IT tools to monitor process performance</li> <li>- Use process indicators as part of the performance evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive lecture</li> <li>- Case study: Tesco Online (Find in Moodle)</li> </ul>	Textbook: Chapter 7 (pp. 213-218 only) and 8  Heckl- Moormann. Process Performance Management (Find in Moodle)
24 Mar 10.50 am 12.20 pm	Process-based Organization	<ul style="list-style-type: none"> <li>- Recognize the inefficiencies of the functional and divisional organizational structures</li> <li>- Learn different ways how process orientation can be instilled in the organization</li> </ul>	<ul style="list-style-type: none"> <li>- Work in a process-oriented organization</li> <li>- Analyze the weaknesses of the non-process-oriented organizational forms</li> <li>- Define new responsibilities to enhance process-focused operation</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive lecture</li> </ul>	Hammer: How Process Enterprises Really Work (Find in Moodle)
7 Apr 9.00 am 10.30 pm	Outsourcing and Shared Service Decisions	<ul style="list-style-type: none"> <li>- Learn the different forms of outsourcing</li> <li>- Learn how partners are selected and how the transition process is managed</li> </ul>	<ul style="list-style-type: none"> <li>- Make strategy oriented outsourcing decisions</li> <li>- Select an service partner</li> <li>- Actively participate in the transition process</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive lecture</li> </ul>	Vagadia: Globalisation and Convergence: Drivers and Strategic Outsourcing (Find in Moodle)
7 Apr 10.50 am 12.20 pm	Inter-organizational Processes	<ul style="list-style-type: none"> <li>- Learn how to manage a supply chain with IT</li> <li>- Be aware of successful e-business models</li> </ul>	<ul style="list-style-type: none"> <li>- Think about supply chain strategically</li> <li>- Actively participate in SCM and CRM projects</li> <li>- Make analyses to exploit the potential of e-business</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive lecture</li> <li>- Case study: Returnpack (Find in Moodle)</li> </ul>	Kirschmer: Management of Process Excellence (Find in Moodle)
21 Apr 9.00 am 10.30 pm	Business Process Continuity	<ul style="list-style-type: none"> <li>- Learn about the potential risks of business processes and the ways how to manage them</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize potential threats</li> <li>- Make risk analysis</li> <li>- Take part in business continuity efforts</li> </ul>	<ul style="list-style-type: none"> <li>- Case study: Kürt (Find in Moodle)</li> </ul>	Shettler et. al.: Operational Risks and Business Continuity: An Essayistic Overview (Find in Moodle)
21 Apr 10.50 am 12.20 pm	Digitization and Industry 4.0	<ul style="list-style-type: none"> <li>- Learn about the digitization and Industry 4.0 transforms business processes</li> <li>- Get acquainted with leading technological solutions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the potential of digitization and Industry 4.0</li> <li>- Estimate its impact on the operation of your company</li> </ul>	<ul style="list-style-type: none"> <li>- Guest lecture</li> </ul>	Merfeld: GE Is in a Startup State of Mind (Find in Moodle)
5 May 9.00 am 12.20 pm	Student presentations				

### Grading system

Student performance evaluation is not limited to the examination period.

- Students are required to be prepared and participate actively on classes. This expectation is especially applies to the case studies indicated in the Schedule and may include 2-3 page long analyses prior class. Kahoot! quizzes are part of the class performance evaluation, so bring you smart device to class each time (and please choose a nickname that clearly identifies you and is consistent during the course). Preparation and Active Class Participation (Constructive Engagement) accounts for **30%** of the grade.
- Student contribution is further stimulated by 15 minute long 'My Own Case' and 'Technology Talk' sessions to be held on the last classes of the course. Every student should take part at least in one presentation (2 member teams are preferred). Please upload your chosen topic (not the presentation yet) along with the names of your team members till 8.00 pm, 3 March. On the presentation day 10 slides and 10 minutes allowed, the rest of the time is for discussion. Student presentation accounts for **30%** of the grade. **See the Attachment for further details.**

There will an Exam in the examination period on two alternative occasions. It accounts for **40%** of the total points.

- The first part of the exam is a Test consisting of 10 short questions. Questions will be related to the key concepts of the course and their application to your present (previous or expected) working context. This is a 'Closed Book' exam, based on the full content of the course (obligatory reading and class content, including student presentations as well).
- The second part will be a Case Analysis. The related case will be distributed a week before the examination day. Prior reading and brief notes are not only possible, but very much advised. Questions (max. 3) will be presented on the exam. This part of the exam is 'Open Book'.

You should achieve at least 60 points to pass the course. Your grade will be calculated on the following scale:

100-90	5
89-80	4
79-70	3
69-60	2
59-0	1

### Obligatory reading:

- Textbook: Dumas, M., La Rosa, M., Mendling, J., Reijers, H.A.: Fundamentals of Business Process Management, Springer 2013.
- Selected papers uploaded in Moodle

### Suggested readings:

- Harmon, P. (2007): Business Process Change. 2nd edition. Elsevier
- Hammer, M. – Champy, J (1994): Reengineering the Corporation. A Manifesto for Business Revolution, Reprint Edition. HarperBusiness
- Davenport, T. H. (1992): Process Innovation: Reengineering Work Through Information Technology. HBS Press
- Liker, J. K. (2004): The Toyota way 14 management principles from the world's greatest manufacturer. McGraw-Hill

## Attachment

### **Student Team Presentations – General expectations**

Every student should take part in one presentation. 10 slides and 10 minutes allowed, further 5 minutes are reserved for discussion. Calculating also with set-up time, the presentations follow each other in 20 minutes intervals. Student presentations can either be Technology Talk or My Own Case types.

#### **Technology Talk (TT) presentation:**

- It should be about ONE of the business process management related IT systems.
- Some potential technologies to select from: process design tools, workflow systems, collaborative systems, barcodes, RFID, ticketing systems in SSCs, Service Oriented Architecture (SOA), supply chain management (SCM) systems, (operative) customer relationship management (CRM) systems. ERP is an exception, because it was covered in a separate lecture and a case study.
- The proposed technology should be accepted by the instructor beforehand in order to 1) avoid overlapping of the same technology among separate teams 2) avoid non-process related technologies. E.g. Business Intelligence is basically a non-process related technology, but if applied to reporting business process performance, it still can be subject of a TT presentation.
- Concentrate on technologies and how they affect business processes, and not specific products representing the selected technologies. You can indeed mention the market leaders of the selected technology (e.g. MS SharePoint or IBM Lotus Notes in the case of the collaborative systems), but your presentation should not concentrate on the details of a commercial software.
- Your presentation should start with defining the topic and introducing the high level technological components and features. Then the functionality and the business benefits and risks should be tackled. A significant part of the presentation should be devoted to areas of application (specific industries, specific processes, business situations etc.) and best practice usage of the technology (specific firms, specific processes, realized benefits).
- Involve your audience with challenging questions time to time.

#### **My Own Case presentation:**

- It should be about real life and process related business problems.
- Some personal connection to the situation is a must (e.g. I know the company or I have even worked on solving the specific problem or I was a client of the company served by the specific process presented).
- Speak briefly about the industry/company.
- Describe the main processes/systems you focus on.
- Present the original problem/challenge the company faced. Simplify it if necessary since your classmates are not necessary experts.
- Ask your audience how they would proceed.
- Apply process analysis and/or transforming methods to the process.
- Present your approach / the selected approach to the solution.
- Present (potential) business effects of the transformation.

Skill ILO (Dropdown list of Program ILOs)	Description Observable Trait (Course ILOs)	Assessment ensuring ILOs			Assessment method
		Exceeds expectations=Indicates consistently excellent work, executed to a professional standard. In other words, someone would pay you for it.	Meets expectations=Indicates work of the quality normally expected of an EMBA student	Fails to meet expectations=Indicates work that is unacceptable in graduate level of study	
1.Big picture	Appreciate the strategic significance of process management.  Be able to think and act in end-to-end processes within one enterprise as well as in the whole supply chain.	Proficiency to deduce process management requirements from strategies and business models.  Full knowledge of competitive supply chain and intra-organizational values chain organizing logics in global scale and across several industries.	Being able to deduce some process management requirements from strategies and business models.  Being able to mention 1-2 competitive supply chain / values chain logics in global scale in 1 or 2 industries.	Very limited ability to link processes with strategies and business models or to map real end-to-end processes outside his or her direct reach in a business organization.	Illustrative cases and homework (part of the constructive engagement track)  Final exam: both the test and the case analysis part
2.Integrated decisions: Hard&Soft	Get prepared to make decisions, among others, on (1) what processes to be transformed (2) what process transformation methodologies and catalyzing technologies to be applied in different situations(3) how to get processes measured and people responsible for processes (4) what sourcing and location options to be selected for certain internal services.	Excellent modelling knowledge and softs skills in all the complex decision making situations outlined on the left to (1) define the problem (2) outline relevant optional solutions (3) evaluate these options along the most important weighted criteria (4) reach decisions, often with the conviction and alignment of opposing parties with the organization.	Moderate ability to (1) define the problem (2) outline relevant optional solutions (3) evaluate these options along the most important weighted criteria (4) reach decisions, with the conviction of others. Either the modelling or the soft skills are partly limited, or not all the decision situations are well known for the person.	Very limited ability to properly structure a decision situation and align people along any of the potential solutions. Usually both the modelling knowledge and the soft skills of the person are limited.	Illustrative cases and situation games on class (part of the constructive engagement track)
3.Updated management toolbox	Learn the purpose, the essence, the required external and internal conditions, the advantages and risks of applying (1) conceptual tools like BPMN, Lean Six Sigma, BPR-CPI, Business Continuity Planning, Process Performance KPIs, Process Benchmarking and IT tools like process Design Tools, ERP, BI, Collaborative Systems, SaaS, Service Oriented Architecture etc.	Full knowledge on the functions, strengths and limitations of all the different tools listed on the left, including how to avoid traps and what the critical success factors of the different tools are. The person also has proven business experience in applying many of the tools presented. In addition, he/she is also able to teach others how to use these tools.	Partial knowledge on the functions, strengths and limitations of the different tools and their critical success criteria. Some of the tools might have already been used by the person, but may need further expert assistance if applying them in a critical and complex business situation.	Almost no valuable knowledge on what these management tools are all about, and when and how to use them. In a critical and complex business situation the person would not be able to apply them even if additional expert assistance is available.	On class case studies (part of the constructive engagement track)  Technology Talk sessions (team based class exercises)
4.Being confident in structuring	Be able the model business processes whatever complex they are and professionally prepare process related management decisions (insource, change, outsource etc.).	Having excellent structuring skills at operative level (e.g. detailed process models) as well as at strategic level (e.g. preparing an executive decision for a major outsourcing action). The work of the person is transparent, easy to understand and repeatable.	Moderate structuring skills. Either the preparation of the operative or the strategic decisions are partly problematic. While the structuring work of the person could be sufficient to a given situation, it is not necessary represent an overall benchmark to similar problems.	Very limited structuring skills both in the case of the operative and the strategic problems. No well founded decision can be made based on this preparation.	Final exam: case analysis part  Situation games on classes (part of the constructive engagement track)
5.Being aware of international issues	Be proactive in recognizing and managing multinational and intercultural issues, let it be an ERP roll out in a global company, an outsourcing move to an near shore or offshore destination, or an ad hoc business deal with an international partner.	The person easily handles multinational and intercultural issues across a range of management problems. He/she possesses all the necessary background knowledge on cultural traits and country/region specific management practices. Very sensitive in selecting the most successful and culturally acceptable methods to getting thing done.	Though the person is not fully sensitive towards all the multinational and intercultural issues, still once he/she discovered them, can manage them with good results. This includes the ability to find relevant resources and engage in further learning concerning the new cultural phenomenon.	The person neither recognizes the importance of multinational and intercultural issues nor possesses the required toolset and experience to handle them effectively both interpersonal or organizational level. Instead of acting as leader of international change, he/she much more represents part of the problem.	Final exam: case analysis part  On class cases and business illustrations (part of the constructive engagement track)
6.Communication	Get connected into the dynamics of class debates.  Develop communication skills when sharing individual or team propositions.	The person is an excellent communicator both in writing and face to face. His/her contributions are logical, focused, and convincing. He/she is master of rhetoric fueled by related background knowledge as well as extensive practice. The person is also an active listener, easily comprehend other communications and can amalgamate his/her views with those of the others.	The person is an average communicator. Usually not equally good at writing and face to face. Though not being a rhetoric champion, most of his/her statements are comprehensive and logical. The person also show openness towards others' thoughts, though not always able to perfectly combine his/her own views with those of the others	The persons has serious difficulties at communicating with other both in writing and face to face. The statements he/she makes are only partially comprehensive and logical. The emotional strength is missing behind the communication or not harmonized with the content.	My Own Case and Technology Talk sessions (team based class exercises)  On class case studies and situation games (part of the constructive engagement track)
7.Social responsibility	Consider carbon footprint issues when designing international processes.  Appreciate the sometimes intangible advantages of local suppliers even in the era of e-business.	The person is fully aware of the social and environmental challenges of the economy in the 21 century. For him/her social responsibility is not only something that can pay off in longer period in terms of better image and additional profit, but an imperative that should be followed often against direct business interests. Beyond recognizing the importance of this view he/she is actively involved in initiating or elaborating responsible management decisions and able to convince others to support these steps.	The person is aware of the social and environmental challenges of the economy in the 21 century and naturally accepts and follows responsible management decisions. Sometimes even take the lead of similar actions.	For this person social responsibility is not a relevant issue, does not recognize it as a factor that can significantly influence management decisions. Often, he/she is not even aware of the impact the organization makes on its social and natural environment and how this could be offset or moderated by other steps.	Final exam: case analysis part

**Course: Understanding Financial Statements**  
**Credit: 6**

MBA programme, Semester II, Spring 2017

**Instructors:**

**László Péter LAKATOS**

E-mail: lakatos@uni-corvinus.hu

**Nóra TARPATAKI**

E-mail: nora.tarpataki@t-online.hu

**Aims of the course and teaching methodology**

The general aim of the course is to create and develop the ability of the participants to use and utilise accounting information in the framework of their own economic activity. At the end of the course the participants should be able to prepare basic financial statements, be able to interpret and understand the effects of the transactions on the financial statements and be able to read them.

According to the general aims the course is divided into three sections:

- fundamental concepts in accounting
- fundamental accounting techniques
- accounting for selected items of the financial statements

The emphasis will be laid on International Financial Reporting Standards (IFRSs) whenever the regulatory environment matters.

The course is made up of lectures and seminars. The theory will be illustrated through examples and if possible real financial statements are used.

Participants will be required to be active in their learning.

## Course Schedule:

DATE	Topic
31-Jan	Introduction in accounting and accounting regulation. Regulatory framework. Balance sheet and income statement. Classification.
7-Feb	Business transactions and reflecting them in the parts financial statements.
14-Feb	Business transactions and reflecting them in the financial statements. Basic accounting techniques. Double entry book-keeping. Sales tax
21-Feb	Double entry book-keeping II.
28-Feb	Final adjustments I.: Concept of accruals and prepayments. Bad and doubtful debts.
7-Mar	Final adjustments II.: Depreciation concept.
14-Mar	Midterm exam
21-Mar	Nature of limited companies. Accounting for limited companies. Accounting conventions. Framework of the IFRSs. Presentation of financial statements (IAS 1, outlined) Presentation of financial statements (notes). IAS 2 and IAS 16 (inventories and PPEs revisited).
28-Mar	IAS 2 and IAS 16 continued. Case study.
4-Apr	Intangible non-current assets (IAS 38). Recognition of liabilities. Provisions (IAS 37). Events after the reporting period (IAS 10). Bad and doubtful debts (revisited).
11-Apr	Revenue recognition (IAS 18, IAS 11, substance over form)
18-Apr	☺ Spring break ☺
25-Apr	Changes in accounting policy and in accounting estimation (IAS 8) Case study.
2-May	Principles of the statement of cash flows (IAS 7)
9-May	Wrap up and mock examination

The course schedule may change based on the performance of the group.

### Grading system:

*Assessment* will be based on a combination of coursework and one closed book examination.

Weighting: 80% exam [midterm and final] and 20% coursework.

### Examination:

Individual written examination for all participants. There will be one midterm and one final exam with equal weight (40-40%). Unsuccessful attempts may be made up during the examination period.

### Coursework:

The coursework will be awarded based on homework assignments and quizzes.

Grades are attributed according to the central scale:

0-50 % - (1)	fail
51-62 % - (2)	pass
63-74 % - (3)	satisfactory
75-86 % - (4)	good
87-100 % - (5)	excellent

### Obligatory reading:

- Financial Accounting; ACCA Complete Text F3 (INT)
- Foundations of Accounting Activity Kit
- Handout provided

**Suggested readings:**

- Stolowy , H. and Lebas, M. J. (2004). Corporate Financial Reporting. A Global Perspective, Thomson –special chapters
- Nobes. C. & Parker, R. (2005). Comparative International Accounting. Prentice Hall, London
- Schoenebeck, K., P. (2001). Interpreting and Analysing Financial Statements. Prentice Hall, New Jersey.

Relevant journals and serials (European Accounting Review, Journal of International Accounting, Auditing, Taxation), Useful websites ([www.iasb.org.uk](http://www.iasb.org.uk), [www.iasplus.com](http://www.iasplus.com) (Deloitte & Touche); <http://www.iasb.org/IFRSs/IFRs.htm>)

**Handing in materials (homework, etc)**

All materials shall be handed in by the students using the Moodle system. All handouts and other communication will be done through the system. Please make sure, you have updated your e-mail address in the system.

**You are responsible to follow up this syllabus, including alterations published!**

We wish you a successful and enjoyable semester!

30<sup>th</sup> January 2017

László Péter LAKATOS  
Nóra TARPATAKI

## **Course: *Human Resource Management***

**Credit: 6.**

Full-time MBA programme, Spring 2017

### **Instructors:**

***Imre Branyiczki, Ph.D.***

***Associate professor***

*Corvinus Business School*

*Department of Organizational Behavior*

e-mail: [imre.branyiczki@uni-corvinus.hu](mailto:imre.branyiczki@uni-corvinus.hu)

### **Aims of the course and teaching methodology**

The course aims to give students a solid overview of what Human Resource Management is about, so that they acquire applicable and practical knowledge of HRM to support them on their ways to become managers and leaders of either for-profit or non-profit organizations. During the semester the course will give an overview of the major fields and functions of HRM. Besides the theoretical backgrounds to each functions, practical implications will be discussed and evaluated. As nowadays even the local businesses have to deal with the implications of a global business arena, international implications of HRM will also be covered. Our approach to HRM is that it has to be well integrated to strategic management, organizational change and development, and also with individual and organizational learning, so that it provides a useful theory and practical guide to build and create competitive advantage which is hard to replicate.

The teaching method is interactive, therefore it requires preparation and input from the attendees. It includes presentations, role-plays, exercises, debates and case studies. Active student involvement in the class activities provides the grounding of the learning experience. The role of the professor is to stimulate and guide class discussion. This may involve asking questions, reviewing theoretical concepts and encouraging students to present and support different points of view on specific issues.

## **Course Schedule:**

<b>Session date</b>	<b>Topic</b>	<b>Readings</b>
February 2, 13:30 - 16:50	Introduction to the course, setting up the small groups assignments. Discussing the nature of HRM.	<i>Will be assigned as the textbook arrives.</i>
February 9, 13:30 - 16:50	Business strategy and HRM. Competitive advantage through people. People Express Case.	
February 16, 13:30 - 16:50	HRM and Organizational Culture. Work systems.	
February 23, 13:30 - 16:50	Restructuring work and organizations. Best Western Italy (A): Creating an Authentizotic Organization by Putting People First. Case Study.	
March 2, 13:30 - 16:50	Work force planning. Talent management.	
March 9, 13:30 - 16:50	Recruiting employees. Selecting and assessing employees.	
March 16, 13:30 - 16:50	Performance management and appraisal. The Gentleman's "Three". HBR Case Study.	
March 23, 13:30 - 16:50	HR development. Workplace learning. Leadership and management development.	
March 30, 13:30 - 16:50	Reward management, compensation and incentives. Engstrom Auto Mirror Plant: Motivating in Good Times and Bad. Case Study.	
April 6, 13:30 - 16:50	Industrial relations. Employee relations and involvement.	
April 13, 13:30 - 16:50	Health and wellness management. Work place safety.	
April 20, 13:30 - 16:50	Spring break - no classes.	
April 27, 13:30 - 16:50	International HRM. GLOBE research results.	
May 4, 13:30 - 16:50	Recession, sustainability and trust: new challenges in HRM.	
May 11, 13:30 - 16:50	Summary and consultation for the final exam.	

## **Assignments:**

Specific small group based assignments will be distributed to the class during the first session, where the small group compositions will also be determined. These include presentations on pre-defined concepts, and presentations of case study solutions as well.

## **Grading policies/Deliverables:**

The course grade is based on the traditional 1 to 5 grading system. In order to earn a grade through the course students are supposed to participate in all classes (but at least at 80 % percent of the classes), and actively participate in case study discussions, exercises and presentations. At the end of the course students' performance will also be evaluated based on an oral exam, in which they will need to answer individually a specific question assigned to them. The material of the exam will include the lectures, readings, group presentations and case studies as well. The final grade is going to be determined by the following elements:

- Final oral exam 40%.
- Assignments / group work / case solutions and presentations 30%.
- Class participation 30%.

**Grading scale:**

- 0-50 pont failed (1)
- 51-62 pont passed (2)
- 63-74 pont satisfactory (3)
- 75-86 pont good (4)
- 87-100 pont excellent (5)

**Obligatory reading:**

- Specified sections of John Bratton & Jeff Gold: Human Resource Management: Theory and Practice 5th Edition. Palgrave.
- Harvard case studies.

**Suggested readings:**

- All chapters of John Bratton & Jeff Gold: Human Resource Management: Theory and Practice 5th Edition.
- Other papers and articles recommended during classes.

*Imre Branyiczki*  
*Associate professor*



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Corvinus MBA Center

## **Course: Corporate Finance**

### **Credit:**

Full-time MBA programme, Spring 2017

### **Instructors:**

**Instructor: György Walter**

**Associate professor**

Corvinus University of Budapest

Department of Finance.

E-mail: [gyorgy.walter@uni-corvinus.hu](mailto:gyorgy.walter@uni-corvinus.hu)

### **Aims of the course and teaching methodology**

*The objective of the course is to give a basic overview on principles, tools, and practices of corporate finance processes from capital budgeting to financing decisions. In order to understand the function and the principles of these decisions, the course also discusses the basic methodology of financial calculations, basic characteristics and functions of different financial market segments (bond, stock market, FX market and derivative market).*

*Class attendance is compulsory in line with the school's regulation. A financial calculator or a laptop computer will be needed every day, numerical problems are solved regularly after discussion of given theoretical background. To use electronic devices for private reasons is not allowed during the classes!*

## **Course Schedule:**

<b>Session date</b>	<b>Topic</b>	<b>Readings</b>
03/02/2017, 9.00-12.20	Corporate goals, securities, financial markets PV, FV calculations perpetuities, annuities	- BM book Ch 1-3 - PPP presentation
10/02/2017, 9.00-12.20	Bond market, terminology, valuation	- BM book Ch 4 - PPP presentation
17/02/2017, 9.00-12.20	Stock market, terminology, valuation	- BM book Ch 4 - PPP presentation
03/03/2017, 9.00-12.20	Derivative markets	- BM book Ch 21 - PPP presentation
10/03/2017, 9.00-12.20	Derivative markets II.	- PPP presentation
17/03/2017, 9.00-12.20	Bloomberg seminar I.	-
24/03/2017, 9.00-12.20	Risk, Portfolio theory & CAPM	- BM book Ch 7-8 - PPP presentation
31/03/2017, 9.00-12.20	Capital budgeting, cash flow forecasts	- BM book Ch 6 - PPP presentation
07/04/2017, 9.00-12.20	Evaluation of capital budgeting decisions	- BM book Ch 6 - PPP presentation
14/04/2017, 9.00-12.20	Financing decisions, theory I	- BM book Ch 17 - PPP presentation
21/04/2017, 9.00-12.20	Financing decisions, theory II.	- BM book Ch 18 - PPP presentation
28/04/2017, 9.00-12.20	Bloomberg seminar II.	
05/05/2017, 9.00-12.20	Long term financing decisions & corporate banking	- PPP presentation
12/05/2017, 9.00-12.20	Dividend decisions & Summary	- BM book Ch 16 - PPP presentation

## **Assignments:**

Problem sets for practising and for solving cases on the seminars is issued on every session.

## **Grading policies/Deliverables:**

- 1-1 point on every session from solving problem set (maximum a total of 10 points).
- Written exam at the end of the course for 90 points
- Class attendance is compulsory in line with the university's regulation

## **Constructive Engagement:**

- Students are expected to read and understand the assigned material, relevant chapters of the textbook of the discussed topics, and prepare the assigned numerical problems and cases.
- Students are encouraged to participate actively in the discussion of the topics and numerical problems.

## **Grading scale:**

Final grade consists of two parts. 90% of the grade is based on the final written exam. 10% of points can be taken by solution of cases on seminars. The final written exam relies on all specified chapter of

the textbook, the submitted handouts, problems, presentation slides, and details of relevant discussions on the classes.

Percentage achieved	Grade
87-100 %	5
75-86 %	4
63-74 %	3
51-62 %	2
0-50 %	1

**Obligatory reading:**

- *Textbook: R.A. Brealey – S.C. Myers: Principles of Corporate Finance Ch. 1-18, 21*
- *Additional handouts*
- *PPP slides*

**Suggested readings:**

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György Walter  
Associate Professor

**Course: Business Communication and Negotiation**  
**MBA program, Spring 2017**  
**Credits: 3**

**Instructors:**

Veronika Pelle  
 Assistant Lecturer  
 Institute of Behavioural Sciences and Communication Theory  
 Corvinus University of Budapest  
 E-mail: [veronika.pelle@uni-corvinus.hu](mailto:veronika.pelle@uni-corvinus.hu)

Sándor Takács  
 Associate Professor  
 Department of Organizational Behaviour  
 Corvinus University of Budapest  
 E-mail: [sandor.takacs@uni-corvinus.hu](mailto:sandor.takacs@uni-corvinus.hu)

Contact: Sándor Takács

**Aims of the course and teaching methodology**

This course is designed for students who realize that we always communicate and quite frequently negotiate.

Since each interpersonal relation and every act of communication stem from within the individual, it is essential that the development of students' communication skills and competencies start off from within the person, i.e., the self. The first day of the training thus sets out with exercises focusing on improving students' self-awareness in terms of their genuine communication styles which fundamentally determine the success of their approaches to connecting with others, establishing and maintaining (business) relationships, expressing their standpoints, arguing, handling conflicts, negotiating, persuading, speaking in public, or simply making impressions in a couple of minutes.

While completing exercises focusing on the above competencies and areas, students will not only be asked to constantly reflect upon their own communicational behaviour, but equal emphasis will be put on the feedback coming from their peers as well. Believing that this social mirror is one of our drives (and potentials!) for improvement, giving feedback about each other's performance will be an essential element of the course.

In terms of negotiation, the topic could be your salary, the car you want to sell, settling a dispute or agreeing with your spouse on the weekend program. If you are keen to improve your skills, then after completing the course you will increase your monetary returns and feel better about yourself and the people you deal with. The emphasis is on creating opportunities for mutual gain in negotiations and at the same time looking beyond the simple monetary gains.

In our scope there are the following topics: preparation, distributive negotiations (two party-single issue), integrative negotiations (two party-multiple issues), fair division, biases, conflict handling, psychological and process issues. The class will start with exercises from which you should learn a great deal. A major requirement of the course, therefore, is to carry out the exercises and share your insights with others.

In the negotiation exercises you will negotiate with different partners. While the negotiated outcomes obviously matter, the process by which these outcomes have been achieved is often equally (if not more) important. Therefore, students' performance on the process dimension will be managed as well: they will be asked to give feedback about their partners' negotiating behaviour.

**Course Schedule:**

Session date	Topic	Skills, competencies, knowledge/experience students might develop
March 20 9.00–17.05	Connecting and developing self-awareness	Following the introduction, course overview and a short warming-up exercise, the first part of the course will focus on raising students' self-awareness with regard to their communication styles, building upon exercises on nonverbal communication, questionnaires and some theoretical background.

Session date	Topic	Skills, competencies, knowledge/experience students might develop
		Issues covered during this phase: the importance of feedback as well as self-knowledge in communication and relations; the passive, the aggressive and the assertive communicator; nonverbal leakage; Schulz von Thun's four sides of communication; the Johari window; Berne's ego-states and the games people (and we all, even in our business relations) play.
March 24 13.00–17.05	Developing communicative competence, arguing and public speaking	After getting some feedback on their communication styles, in the second part of the day, students' communication skills and competencies will be put into practice through exercises on argumentation and public speaking.  Individual performances will be followed by discussion. Thus, again, self-reflection and peer feedback play an important role.
April 10 9.00–17.05	Distributive bargaining	Introduction and overview of today's topics. <ul style="list-style-type: none"> <li>• Why negotiation is the most important core competency for today's managers?</li> <li>• Why are some people more effective in negotiations?</li> <li>• How to measure the success of negotiation?</li> <li>• What will be the scope of the course?</li> </ul> This first part reviews the distributive bargaining problem (two party – single issue) and introduces a standard vocabulary. We will start with two exercises where students negotiate with each other: Exercise 1: Ski Pass Exercise 2: Sugar Bowl Exercise 3: Coffee Contract Exercise: At Your Service Other issues covered during debrief: Preparation (analysing myself, the counter-party and the situation); Strategies that work / don't work
April 24 9.00–13.05	Dispute resolution and conflict handling	We will fill in the Thomas-Killmann conflict style inventory and meet the results. After getting to know this conflict style model, we will get a mirror of our own styles. We will then continue with an exercise on dispute resolution/conflict handling. Exercise: Performance evaluation Exercise: Salary negotiation As we collected feedback during the course, now it's time to integrate them and find at least 3 key learnings, which we then voluntarily share with the group or just take away.

### **Grading system:**

This course is graded by a traditional 1 to 5 grading system. Your contribution will be based on a joint summary of your Learning Points from the Communication and Negotiation days. Your learning points should be written as an essay consisting of ca.1000 words. It is important that the summary of your learning points is NOT a summing-up of what topics or points we learned ABOUT during these two days BUT a personal reflection on what you learned FROM the exercises you completed and the content we covered.

Regarding the Communication part of the course, the main areas of self-reflection will focus on what you learned concerning your own communication styles, arguing techniques and (self-)presentation strategies, manifested either consciously or unconsciously so far. In addition, you will also be asked to set goals and name areas for further improvement with regard to these competencies.

For the Negotiation, for each individual negotiation exercise you will get feedback from a different partner. At the end of the course, you will collect your learning points based on your experiences during the exercises and the feedback you receive from your negotiation partners during the cases.

### **Recommended literature:**

- *Business Communication: Developing Leaders for a Networked World* (2<sup>nd</sup> ed.) by Peter Cardon (Paperback – January 14, 2015)
- *How To Win Friends & Influence People* by Dale Carnegie (Paperback – October 1, 1998)
- *The Art of Public Speaking* (11<sup>th</sup> ed.) by Stephen Lucas (Paperback – October 4, 2011)
- *Getting to Yes: Negotiating Agreement Without Giving In* by Roger Fisher, Bruce M. Patton, and William L. Ury (Hardcover – April 30, 1992)

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## Verhalten in Organisationen und Personal (DSG) Herbst Semester, 2017/2018

<b>Lehrer:</b>	Andrea Sólyom, PhD (Kursverantwortliche)
<b>Lehrstuhl:</b>	Strategisches Personalmanagement
<b>Neptun-Code:</b>	
<b>Vorlesungszeiten:</b>	
<b>Kontakt:</b>	
	Zimmer: E381.
	E-Mail: <a href="mailto:andrea.solyom1@gmail.com">andrea.solyom1@gmail.com</a>

### Zielsetzung und Beschreibung des Kurses:

Strategisches Personalmanagement stellt einen entscheidenden Wettbewerbsfaktor für Unternehmen dar. Um erfolgreich zu sein, müssen Unternehmen qualifizierte Mitarbeiter gewinnen, motivieren und effektiv einsetzen.

Dieser Kurs vermittelt theoretische Grundlagen sowie relevante Konzepte des strategischen Personalmanagements. Ziel ist es, Studierende mit Lösungsansätzen für die praktischen Herausforderungen des strategischen Personalmanagements vertraut zu machen. Sie lernen, die Wirkungen des strategischen Personalmanagements auf Basis sozioökonomischer Theorien zu erklären und vor dem Hintergrund aktueller Forschungsergebnisse zu bewerten. Im Rahmen eines „Miniworkshops“ entwickeln und implementieren Studierende in Kleingruppen selbst Personalmanagement-Strategien. Das Miniworkshop zielt darauf ab, das erworbene Wissen auf praktische Problemstellungen des strategischen Personalmanagements anzuwenden.

Zum erfolgreichen Abschluss des Kurses ist empfehlenswert aktiv an den Vorlesungen und Diskussionen teilzunehmen.

### Gliederung des Kurses:

<u>Woche</u>	<u>Themen</u>
08. 02.	<b>Info-Veranstaltung</b>
15.02	<b>Bedeutung des (S)HRM für den Unternehmenserfolg</b>
22.02	<b>Zentrale Fragestellungen und Aspekte des Strategischen Human Resource Managements</b>
01.03	<b>Entwicklung einer unternehmensspezifischen HRM-Architektur</b>
08.03	<b>Umsetzungsempfehlungen für effektives SHRM</b>
15.03.	<b>Nationalfeiertag</b>
22.03.	<b>Trends im Personalmanagement</b>
29.03.	<b>Mitarbeiter-Führung in turbulenten Zeiten</b>
05.04	<b>Blockveranstaltung</b>
12.04.	<b>Blockveranstaltung</b>
19.04	<b>Gastvortrag</b>
26.04.	<b>Gastvortrag</b>
03.05.	<b>Firmenbesuch</b>
10.05	<b>Seminarabschluss</b>

**Teilnehmen an Blockveranstaltungen und Unternehmensbesichtigung sind für alle Studenten obligatorisch!**

### **Bewertung:**

Die Bewertung besteht aus drei Leistungen:

Projektarbeit und Präsentation	50%
Klausur (inklusive Blockveranstaltung Materialien):	50%

100%-90% = 5 (sehr gut)  
89%-80% = 4 (gut)  
79%-70% = 3 (befriedigend)  
69%-60% = 2 (ausreichend)  
59% - = 1 (nicht genügend)

Von jedem Teil müssen die Studenten min 50% erreichen.

### **Literatur:**

- Stock-Homburg, Ruth/Wolff, Brigitta (Hrsg.) (2011): Handbuch Strategisches Personalmanagement, Wiesbaden (bestimmte Kapitel)
- Fallstudien und Artikel verteilt während des Semesters.

# Marketingmanagement und Forschung

Sommersemester 2016/17

Donnerstag 17.20-18.50, 19.10-20.40

Deutschsprachiger Studiengang

Universität Corvinus Budapest - Universität Passau

www.dsg-budapest.de

Der Kurs befasst sich mit den wichtigsten Fragen des Marketingmanagement mit besonderem Schwerpunkt Marktforschung. Aufgrund der Globalisierung der Wirtschaft werden Fragen der Managementprozesse im Marketing in der Praxis immer wichtiger. Im Kurs werden die wichtigsten Probleme der Globalisierung als Herausforderung für das Marketing, sowie die Ziele, Konzepte und Instrumente des Marketing-Management dargestellt, mit besonderem Schwerpunkt die wichtigsten Fragen und Methoden der Marktforschung. In den Vorlesungen werden die theoretischen Darstellungen mit Fallbeispielen illustriert und untermauert, in den Übungen werden Fallbeispiele diskutiert und gelöst.

## Seminarleiter:

Prof. Judit Simon

E-mail: judit.simon@uni-corvinus.hu

Dr. Patrick Bohl

Email: patrick.bohl@uni-corvinus.hu

## Themen:

Wo.1	2.2.	<b>Grundlagen</b> Märkte als Bezugs- und Zielobjekte des Marketing	Prof. Simon
Wo.2	9.2.	<b>Teil I: Theorie</b> Das Verhalten des Konsumenten, Das Verhalten organisationaler Kunden	Prof. Simon
Wo.3	16.2.	<b>Teil III: Strategie</b> Analyse der strategischen Ausgangssituation	Prof. Simon
Wo.4	23.2.	Formulierung, Bewertung und Auswahl von Marketingstrategien	Dr. Bohl
Wo.5	2.3.	<b>Teil VI: Instrumente</b> Produktpolitik	Prof. Simon
Wo.6	9.3.	Preispolitik	Dr. Bohl
Wo.7	16.3.	Kommunikationspolitik, Vertriebspolitik	Dr. Bohl
Wo.8	23.3.	<b>Teil V: Institutionen</b> Dienstleistungsmarketing, Handelsmarketing	Dr. Bohl
Wo.9	30.3.	B2B Marketing, Internationales Marketing	Dr. Bohl
Wo.10	6.4.	<b>Teil: VI: Implementierung</b> Marketing- und Vertriebsorganisation, Marktorientierung	Prof. Simon
Wo.11.	13.4.	<b>Teil II: Informationsbezogene Perspektive: Grundlagen</b>	Prof. Simon
Wo.12.	27.4.	Prozess der Marktforschung	Prof. Simon
Wo.13	4.5.	Datenanalyse und -interpretation	Prof. Simon
Wo.14	11.5.	Praesentation Fallstudien	Prof. Simon

## Literatur:

Christian Homburg/Harley Krohmer: Marketingmanagement, Gabler, Wiesbaden, 2006

(ausgewählte Kapitel als Kopie)

Aufgaben (werden in der Stunde verteilt)

## Zusammensetzung der Benotung:

1. Klausur (50%)

2. Gruppenarbeit: Fallstudie (50%)

# Strategisches Denken

Msc Kurs, 2017/18

**Unterrichterin: Professor Dr. Ágnes Zsóka**, Tel: 482-5062, Raum 339, e-mail:

agnes.zsoka@uni-corvinus.hu

**Semester:** Herbst

**Zeitabschnitt:**

jede Woche: Donnerstag 11.40-13.10, C 201

jede zweite Woche: Donnerstag 13.40-15.10, C 102

**Kreditpunkte:** 5

## Ziel, Kompetenzen und Kursinhalt:

Das Ziel von dem Kurs ist, die Studenten mit den wichtigsten Elementen des strategischen Denkens im wirtschaftlichen Leben bekannt zu machen. Zur Zeit stehen Unternehmen vielerlei Herausforderungen und Schwierigkeiten (harscher Wettbewerb, Wirtschaftskrise, soziale Verantwortung, Nachhaltigkeitserwartungen, Innovationsdruck, neue Geschäftsmodelle usw.) in ihrer Praxis gegenüber, wo die traditionellen Denkart, Prozesse und Methoden nicht mehr sicher oder erfolgreich sind. Der Kurs bietet sowohl theoretische Grundlage als auch Praxisbeispiele dafür, wie strategisches Denken in verschiedenen Unternehmen (je nach Größe, Profil, Kultur, usw.) funktioniert und wie Unternehmen mit kreativem „strategischen Denken“ erfolgreich werden können.

Die wichtigste Kompetenz ist das Kennenlernen von dem Herangehen des strategischen Denkens im Wirtschaftsleben, mit dem man fähig werden kann, den heutigen Herausforderungen der Märkte, den Regelungen und den Erwartungen der Gesellschaft zu entsprechen.

<b>Zeitplan</b>	<b>Thema</b>	<b>Unterthemen</b>
<b>Woche 1</b> Einzelstunde	Strategisches Denken - was bedeutet das für die Unternehmen von heute?	Rationelle, intuitive, kreative Ansätze, Die Schritte der Strategieentwicklung
<b>Woche 2</b> Doppelstunde	Setzen strategischer Ziele	<b>Der Montgomery-Artikel (14. Sept.)</b> Wirtschaftliche Ziele
<b>Woche 3</b> Einzelstunde	Strukturieren des Herangehens, Problemverständnis	Auflösung der Komplexität, Vereinfachung, Schwerpunktsetzung Wirtschaftliche Strukturen
<b>Woche 4</b> Doppelstunde	Analyse der äußeren Bedingungen	<b>Der Porter-Artikel (28. September)</b> Markt- und Wettbewerbsanalyse Andere exogene Faktoren wie Umwelt, Soziales Umfeld, Stakeholdererwartungen, Stakeholdermanagement, die Rolle des Vertratuens Umfeldanalyse

<b>Woche 5</b> Einzelstunde	Analyse der eigenen Fähigkeiten	Strategische Fähigkeiten des Unternehmens: Ressourcen und Kompetenzen
<b>Woche 6</b> Doppelstunde	Neue Geschäftsmodelle	Neue, innovative Geschäftsmodelle
<b>Woche 7</b> Einzelstunde	Neue Geschäftsmodelle	Nachhaltige Geschäftsmodelle Open Innovation
<b>Woche 8</b> Doppelstunde	Aufstellung von strategischen Optionen zur Bewertung	Praxisbeispiele zur Aufstellung von Optionen
<b>Eine Woche Ferien</b>		
<b>Woche 9</b> Einzelstunde	Qualitative und quantitative Bewertung von strategischen Optionen	<b>Der Kaplan-Norton Artikel (9. November)</b> Bewertung von strategischen Optionen: klassische Ansätze
<b>Woche 10</b> Doppelstunde	Qualitative und quantitative Bewertung von strategischen Optionen  Strategische Entscheidung  Kommunikation der Strategie	<b>Termin der Fallstudie: 13 November, 14:00</b> Bewertung von strategischen Optionen: neue Ansätze  Von der Bewertung zur Entscheidung - Ist das optimale Ergebnis immer das beste? Mittel zur überzeugenden Kommunikation Überzeugung der Stakeholder
<b>Woche 11</b> Einzelstunde	Persönlichkeit der Strategen	<b>Steve Jobs-Biographie (23 Nov.)</b> Diskussion
<b>Woche 12</b> Doppelstunde = Blockveranstaltung! Veränderte Termine!	Gastveranstaltung   Präsentation der Fallstudien	<b>Gastvortrag von Professor Dr. Robert Obermaier, Universität Passau: Megatrend Digitalisierung – Druck auf Geschäftsmodelle und Gesellschaft</b> <b>27 November, 18:00, DUIHK - obligatorisch</b>  <b>Präsentation der Fallstudien:</b> <b>28. November, 11.40-15.10</b>
<b>Woche 13</b> Einzelstunde	Zusammenfassung	Zusammenfassung, Bewertung, Zukunft von dem strategischen Denken

### Aufgaben:

- a) Fallstudie mit dem Titel „Aktuelle Herausforderungen im strategischen Denken von Unternehmen“

Man soll eine schriftliche Arbeit von 15-20 Seiten einreichen. Das Thema soll mit den neuen, aktuellen Herausforderungen des strategischen Denkens von Unternehmen – wie z.B. mit der Globalisierung, Digitalisierung, Nachhaltigkeit, dem Klimawandel, den technologischen Innovationen usw. – im Zusammenhang stehen. Man kann auch neue Geschäftsmodelle wie Open Innovation, Disruptive (revolutionäre) Modelle, Sharing economy, Coopetition usw. unter die Lupe nehmen. Die gewählte(n) Herausforderung(en) sollen in der Arbeit sowohl

theoretisch begründet, als auch mit Fallbeispielen aus der Wirtschaftspraxis illustriert werden. Die Verwendung von sekundären und/oder primären Forschungsmethoden für die Fallstudie ist wünschenswert.

**Termin zum Hochladen der Fallstudie: 13. November, 2017, 22.00**

**Die Fallstudie soll auch mündlich präsentiert werden (in 10 Minuten). Termin zum Hochladen der Präsentation: 26. November, 2017, 20.00**

- b) Mini-Klausuren plus Diskussion zu den ausgegebenen Artikeln und zur Persönlichkeit von Steve Jobs: Zu jedem Thema werden vorher Aspekte definiert, die dabei helfen, sich für eine 5-10 minütige Mini-Klausur und die nachfolgende Diskussion vorzubereiten. Termine sind in der Kursbeschreibung angegeben.

#### **Aspekte zum Montgomery-Artikel:**

- Strategie als analytisches Problem oder Strategie als Wettbewerbstaktik?
- Strategie als Fixierung auf einen nachhaltigen Wettbewerbsvorteil oder als eine dynamische Orientierungshilfe?
- Was ist die Funktion des CEO?
- Strategie: Plan oder Lebensweise? Haben oder Sein?
- Was ist die Rolle der Daseinsberechtigung (die Welt mit oder ohne uns)?

#### **Aspekte zum Porter-Artikel:**

- Inwieweit sind die Wettbewerbskräfte *neu* betrachtet?
- „Strategisches Management bedeutet letztlich nichts anderes, als den Wettbewerb zu verstehen, und das zu tun, was nötig ist, um in ihm zu bestehen.“ Stimmen Sie zu?
- „Struktur und Wettbewerbssituation einer Branche ...werden von fünf Kräften bestimmt“. Stimmen Sie zu?
- Erwähnte Branchenbeispiele – sind diese noch gültig?
- Die mittel- und langfristige Profitabilität hängt „ausschließlich von der Marktstruktur ab, die durch diese fünf Kräfte abgebildet wird.“ Stimmen Sie zu?

#### **Aspekte zum Kaplan/Norton-Artikel:**

- „Phasen: die Strategie entwickeln, die Strategie greifbar machen, die Umsetzung planen, Überwachen und Lernen, die Strategie testen und anpassen“ – sind diese Phasen relevant?
- Was soll in den verschiedenen Phasen geleistet werden – nach den Autoren? Ihrer Meinung nach?
- Wozu ist eine Strategy Map verwendbar?

#### **Aspekte zur Persönlichkeit von Steve Jobs:**

- Was für ein Strategie ist Steve Jobs? Nennen Sie fünf Merkmale der Persönlichkeit und Vorgehensweise des Apple-Gründers, die seinen Charakter am besten widerspiegeln! Begründen Sie Ihre Wahl!
- Wenn wir Jobs' eigenes Leben auf einem „Lebenszyklus-Diagramm“ mit Hinsicht auf seine Karriere/ Erfolge darstellen wollten, wie würde dieses Diagramm aussehen? Welche sind seine wichtigsten Lebensphasen?
- Was ist Ihre Meinung über den Stil, die Vorgehensweise von Steve Jobs? Ist es Ihnen sympathisch oder nicht? Würden Sie seinem Beispiel folgen?
- Was denken Sie: können/sollen Jobs' strategische Einstellung und Methoden gelehrt/gelernt werden?

### **Bewertung:**

a. Kontinuierliche, aktive Teilnahme an den Vorlesungen und Seminaren und schriftliche, bzw. mündliche Aufgaben für 60 Prozent der Gesamtleistung:

1. Individuelle Aufgabe: Fallstudie mit dem Titel „Aktuelle Herausforderungen im strategischen Denken von Unternehmen“ – schriftlich und mündlich: 30 Punkte
2. Mini-Klausuren plus Diskussion zu den ausgegebenen Artikeln und dem Buch: 20 Punkte
3. aktive Teilnahme an den Stunden: 10 Punkte

b. Schriftliche Prüfung am Ende des Semesters für 40 Prozent der Gesamtleistung, basiert auf den Vorlesungen, Seminaren und der obligatorischen Literatur

### **Obligatorische Literatur:**

Harvard Business Manager (2008): Sonderausgabe 2008 mit Artikeln von

- a) Montgomery: Die Rückkehr der strategischen Führung
- b) Porter: Die Wettbewerbskräfte – neu betrachtet
- c) Kaplan und Norton: Management mit System

Walter Isaacson (2011): Steve Jobs – Die autorisierte Biographie des Apple-Gründers, Amazon

### **Weitere Literatur zum Lesen:**

<http://www.heise.de/newsticker/meldung/Steve-Jobs-Besserwisser-mit-schlechtem-Gewissen-2878386.html>

<http://www.typentest.de/blog/2013/02/die-personlichkeit-von-steve-jobs/>  
<https://personalbranding.de/2015/02/11/steve-jobs-7-gruende-warum-er-aussergewoehnlich-und-erfolgreich-war/>

<https://www.welt.de/wirtschaft/article138710488/Warum-Steve-Jobs-eigentlich-ein-netter-Kerl-war.html>