



**Core members, composition of the Council and curriculum of
Kaposvár University Business and Management Doctoral School**

Kaposvár, 14 April 2018.

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Chairman of GSZ Doctoral School Council

1. **Prof. Dr. Szávai Ferenc DSc, University Professor, rector**

Members of GSZDI Council

2. **Prof. Dr. Kerekes Sándor DSc, Head of School (until 31 July 2018.)**
3. **Prof. Dr. Fertő Imre DSc, Head of School (from 1 August 2018.)**
4. **Dr. Csonka Arnold PhD, associate professor, secretary of Council**
5. **Prof. Dr. Dobák Miklós candidate, university professor Budapest Corvinus University**
6. **Prof. Dr. Lehota József DSc, university professor Szent István University**
7. **Dr. habil. Ózsvári László PhD, associate professor University of Veterinary Medicine**
8. **Dr. habil. Podruzsik Szilárd PhD Budapest Corvinus University**
9. **Dr. habil. Tatay Tibor PhD, associate professor Széchenyi István University**
10. **Prof. Dr. Nagy Imre candidate, university professor Kaposvár University**
11. **Dr. habil. Berke Szilárd associate professor, general and strategic vice dean**
12. **Prof. Dr. Gál Zoltán candidate, university professor Kaposvár University**
13. **Prof. Dr. Sente Viktória PhD, university professor Kaposvár University**
14. **Dr. habil. Szigeti Orsolya PhD, associate professor Kaposvár University**
15. **Prof. Dr. Oroszi Sándor professor emeritus, Kaposvár University**
16. **Dr. habil. Tóth Gergely associate professor Kaposvár University**

Core members of the Doctoral School

1. **Prof. Dr. Gál Zoltán candidate, university professor**
2. **Prof. Dr. Fertő Imre DSc, university professor, Head of School from 1 August 2018.**
3. **Prof. Dr. Kerekes Sándor DSc, university professor, Head of School until 31 July 2018.**
4. **Prof. Dr. Nagy Imre candidate, university professor**
5. **Prof. Dr. Szávai Ferenc DSc, University Professor**
6. **Prof. Dr. Sente Viktória PhD, university professor**
7. **Dr. habil. Bertalan Péter PhD, associate professor**
8. **Dr. Borbély Csaba PhD, associate professor**
9. **Dr. habil Varga József PhD, associate professor**

Number of core members with professor's title: 6, 3 DSc

Number of core members with associate professor's title: 3.

Field specialisations and heads of research activity:

- *Finances and macro-economic issues specialisation*
 - Manager: Prof. Dr. Gál Zoltán
- *Selected chapters of business administration specialisation*
 - Manager: Prof. Dr. Nagy Imre
- *Management science, management and marketing specialisation*
 - Manager: Prof. Dr. Sente Viktória
- *Agricultural economics specialisation*
 - Manager: Prof. Dr. Fertő Imre

Description of specialisations

1. *Finances and macro-economic issues specialisation.* The related research topic group is built on the *finance* master programme. The research topics announced in this specialisation are fairly attractive among students – well-known practical professionals included – because this profile of our doctoral school is nationally unique. The conditions of training and research in this profile were established in cooperation with Corvinus University. The manager of the specialisation Prof. Gál Zoltán wrote a monograph of over 700 pages encompassing the research profile of the specialisation published by the Academy Press in 2010-ben titled „Financial markets in the global space”. Research in this field is also in progress by another core member, Varga József.

2. *Selected chapters of business administration specialisation.* The research topics of this specialisation include international business, regional economics; environment and natural resources economics; sustainable development; the social responsibility of companies. The specialisation is built on the regional development agricultural engineer and the regional and environmental economics master programmes. The professional significance of the territorial and regional development topic is provided by the fact that it equally suits the agro-economic traditions of the doctoral training and the EU regional agricultural and regional development policies. The research fields of the supervisors of the doctoral school comprise globalisation issues of sustainable development, the corporate dimensions of sustainability as well as issues of taking social responsibility and business ethics. The manager of the specialisation is Prof. Nagy Imre, whose volume titled “Urban ecology” published by Dialóg Campus in 2008, partly covers the research profile of the specialisation. Other core members researching this field are Szávai Ferenc and Kerekes Sándor.

3. *Management science, management and marketing specialisation.* Resulting from the earlier agro-economic training profile, the research topics of this specialisation has significant traditions, and has played an important role in the students’ topic selection ever since the doctoral school was founded. Research topics of agrifood economy marketing provide admission opportunities to the doctoral training programme mainly for regional development agricultural engineers. Agro-economic topics offered for research connect to the research profile of the Faculty of Agricultural and Economic Science, thus creating possibilities for joint research of the two doctoral schools. The manager is Prof. Sente Viktória, whose research field focuses on food marketing and agricultural product sales. Their monograph covering the field is Szakály Zoltán-Sente Viktória: “Direct sales and marketing of agricultural products” published by Szaktudás Kiadó Ház Zrt. in 2012-ben. Other core members researching this field are Borbély Csaba and Bertalan Péter.

4. *Agricultural economics specialisation.* The research topics are well matched to the traditional animal science profile of Kaposvár University. The manager is Prof. Fertő Imre, who is taking over the Chair of the doctoral school from August 2018. Fertő Imre’s monograph titled „Models of agricultural policy” was published by Osiris, and he also wrote a university reader in the subject of agricultural economics. One important research field of the specialisation is the analysis of agricultural and food prices, also markets. Research extends to the analysis of the productivity and effectiveness of agricultural farms, issues of international agricultural trade and management problems of the food supply chain. Other core members researching this field are Borbély Csaba és Sente Viktória.

The structure of the doctoral school curriculum

The curriculum of the doctoral school was developed to suit the research profile. The curriculum of the Business and Management Doctoral School was built on four modules. The subjects of the methodology and professional subjects modules are compulsory for all students.

1. Compulsory methodological module

The backbone of the training is constituted by methodological subjects that are compulsory for all. Three of the methodological subjects (Research methodology, Methods of qualitative research, Communication of scientific results) focus on qualitative research methodology. Another four, Multivariate statistics, Informatics in research and Econometry 1,2) deal with the processing of quantitative research methods. The multivariate statistics and econometry subjects highlight for PhD students the expedient quantitative methods to use in their research and the methodological conditions of their application. The emphasis is placed on modelling and the practical application of methods. By successful completion of the subjects, the students will be able to select quantitative methods for the analysis of the data collected in the course of their research, select the appropriate software, carry out the computations, interpret and communicate the results.

Qualitative research methodology subjects familiarise students with the main methods of social science research and the opportunities provided by individual methods. The significance of critical processing of the literature as well as the methods of creating and testing hypotheses shall also be discussed. The methodological training includes preparation for the publication of the results.

2. Compulsory professional subjects module

The three subjects belonging to this module (Economics theory and economic policy, organisational behaviour, corporate sustainability) serve a dual function. The educational background of students admitted to the programme shows a high degree of diversity. The great majority of students hold master's degrees in economic science, but their theoretical preparedness is highly varied even if only Hungarian students' economics knowledge is taken into consideration. At the moment nearly two thirds of our students are international. Some graduated from European business schools, but there are students coming from the Far East or other regions. One purpose of the compulsory subjects is to compensate the differences in the educational background. The other is to have students reading standard works – e.g. those written by Nobel Prize laureates – in the subject of economic science.

3. Compulsory specialisation subjects module

The core members constituting the doctoral school achieved remarkable research results in four fields of economic science. The four specialisations concentrate on these fields. Compulsory specialisation subjects become compulsory by the student's decision in which field they would do their research. It is often difficult to categorise a given topic in one of the specialisations. Such border area researches are supported by the opportunity to register for compulsory specialisation subjects as optional courses by students participating in other specialisations. While *Monetary macro-economics*, one of the compulsory subjects of the *Finances and macro-economic issues* specialisation is rather theoretical, the other, *Special issues of managing financial data*, is of more practical nature. The compulsory subject of the specialisation is *Economic theory economic policy*. The *Selected chapters of business administration* comprises subjects concerning regional economics on the one hand and sustainable development and the economic role of the space-dimension on the other. The compulsory subject is *Corporate sustainability*. Optional subjects of the *Organisational science, management and marketing* specialisation are *Marketing theory* and *Consumer*

behaviour. Its compulsory subject is *Organisational behaviour*. Two optional subjects of the Agricultural economics specialisation are *Agricultural development* theory and the *Analysis of prices in agriculture*.

4. Optional subjects module

The range of optional subjects may change according to demands. Taking present students into consideration, there are two methodological options: *Introduction into effectiveness analysis* and *Network science*. Among professional subjects, seven (Agricultural policy, Management accounting and controlling, Human resources management, Business strategy, World economy in the 21st century, Innovation policy and management, Public economics) are offered in the programme. It is a welcome fact that half of the subjects are taught by the core members of the doctoral school, most of whom hold professor's titles.

The distribution and calculation of credits necessary for the obtainment of the degree

The attainment of a total of 240 credits is needed for degree obtainment. In the first four semesters at least 120 credits must be taken. To be admitted to the complex examination until the end of the fourth semester, a minimum of 84 training, 4 education, 24 research and 8 publication credits must be completed. The prerequisite of application for the complex exam (early fourth semester) in the "training and research stage" of the doctoral programme is the attainment of at least 90 credits, and the completion of all "training credits" prescribed in the doctoral school curriculum by the end of the fourth semester. The complex examination is to be organised at the end of the exam period of the fourth semester, so the training credits completed in that semester can be calculated.

Credit over-attainment may be transferred to the 5-8 semesters, but more than the maximum laid down cannot be counted in the first two semesters. Publication credits may also be achieved in the ninth and tenth semesters.

Summary of the credit requirements

<i>Credit type</i>	<i>Number of credits to be completed in Semesters 1-4</i>	<i>Number of credits to be completed in Semesters 5-8</i>
Training credits	minimum 84; maximum 90	
Education credits (replaceable with academic or publication credits)	minimum 4	maximum 24
Research credits (maximum 8 supervisor's credits per semester, adoption of research plan 8 credits)	minimum 16+8	minimum 24
Publication credits (according to table below)	minimum 8	minimum 60
Number of credits to be completed	minimum 120	minimum 120

Training credits: Most of the subjects cover a single time band for 14 weeks and take 6 credits. The completion of "Compulsory methodological subjects", "Compulsory subjects" shown in the table and the subject of the student's own specialisation is mandatory for all.

(These are 11 subjects, a total of 66 credits.) In addition to this, registration for the rest of the compulsory specialisation subjects and three optional subjects is mandatory but the latter is elective in the first four semesters.). The completion of 3-4 courses per semester means min. 84, max 90 credits in the first four semesters.

Educational credits: minimum 12 credits; maximum 48 credits in eight semesters.

The teaching of one course (14x 1 time band) (lectures, seminars) is worth 6 credits (based on Neptun). Active participation in the teaching of a course (course manager's certificate) is worth 2-4 credits. Active participation may include exam supervision, correcting tests, part-time teaching (e.g. 1-2 seminars/semester). A maximum of 18 educational credits may be counted.

Educational credits may be replaced (with supervisor's approval) with training or publication credits if necessary.

Research credits: minimum 42, maximum 72 credits. Within this, 8 credits per semester may be allotted by the supervisor for research performance. In the first 4 semesters maximum 32, but a minimum of 16 credits must be completed. The adoption of the research plan counts as 8 research credits. At least 6+8=24 credits must be attained in the first four semesters.

In the research stage (Semesters 5-8), the supervisor may allot 8 credits per semester depending on the progress of the research. The attainment of minimum 24 credits is required.

Calculation of publication credits:

Publication type	Publications	Credit value	Credits to attain per category
Articles in periodicals	Category "A" article in Hungarian	30	minimum 30, no maximum
	Category "B" article in Hungarian	25	
	Category "C" article in Hungarian	15	
	Category "D" article in Hungarian	10	
	Other article in Hungarian	5	
	Category "A" article in foreign language	50	minimum 10, no maximum
	Category "B" article in foreign language	40	
	Category "C" article in foreign language	30	
	Category "D" article in foreign language	20	
	Other article in foreign language	10	
Conference proceedings	Hungarian (full paper)	5	no limit
	International conference (full paper)	10	
	International conference (abstract)	5	
	Hungarian (abstract)	3	
Book, part of a book	Book, chapter of a book, reader in foreign language	(15/sheet, max. 45)	no limit
	Book, chapter of a book, reader in Hungarian	(12/sheet, max. 36)	
	Book editorship, international	10	
	Book editorship, domestic	8	

Research study	Published research study	5	
	Research study within the institution	7/ sheet (max. 14)	

In case of co-authorship, the pro rata share of the above points shall be calculated: in case of two authors 80%, three authors: 75%, four: 40%, five or more: 35%. In case of foreign students, the publications appearing in their native languages shall count as publications in Hungarian. Publications appearing in English or perhaps Hungarian shall be considered equal with foreign language ones.

The requirements of the complex examination

The final exam (“szigorlat”) will be replaced with the complex examination taken at the end of the fourth semester. The exam shall be taken before a custom organised exam board. Membership of the board requires an academic degree.

The composition of the board of the “Complex Examination”:

Chair: (preferably the head of the doctoral school or a core member with professor’s title)

Secretary: associate professor or lecturer with PhD degree, who does not take part in the assessment.

Members: (maximum 5, minimum 3). The Board shall not include the student’s supervisor or a co-author or anyone else incompatible for other reasons.

The manager of the specialisation involved

Teacher of the quantitative research methodology subject

1 external specialist (PhD or DSc)

The complex examination has three parts:

1. Presentation of the completed research plan (10 minutes) and defence (3 teachers score, maximum score 10-10 points, 30 points in total)
2. Testing aptitude for critical analysis of the compulsory literature compiled annually in the field of the specialisation (processing at least 10 general and 10 specialisation-related articles from periodicals) (3 teachers score, maximum score 10-10 points, 30 points in total)
3. Assessing the professionalism of the empirical analysis concerning the research topic (qualitative and quantitative). (Based on previously submitted study in writing. Max. 20 points)

The maximum total score of the complex examination is 100 points. The result of the exam is “pass” over 60 points. Any student with a score less than 60 points is not allowed to commence the second stage of the programme. The complex exam may be re-taken only if their research plan was declared admissible by the board (scored over 6 points by at least two members).

Table of curriculum

Kötelező módszertani tárgyak	Compulsory methodological module	Instructor
Kutatásmódszertan	Research methodology	Fertő Imre
Többváltozós statisztika	Multivariate Statistics	Kövér György
Informatika a kutatásban	Informatics in Science	Kövér György
Ökonometria 1	Econometrics 1	Bakucs Zoltán
Ökonometria 2	Econometrics 2	Bakucs Zoltán
Tudományos eredmények kommunikálása	Communication of research results	Fertő Imre
Kvalitatív kutatási módszerek	Qualitative research methodology	Molnár Adrienn/ Nemes Gusztáv
Kötelező szakmai tárgyak	Compulsory professional subjects module	
Közgazdasági Elmélet és gazdaságpolitika	Economic theory and policy	Oroszi Sándor/Tóth Gergely
Szervezeti magatartás	Organisational Behaviour	Borbély Csaba/Berke Szilárd
Vállalati fenntarthatóság	Corporate Sustainability	Kerekes Sándor
Kötelező specializációs tárgyak	Compulsory specialization subjects module	
<i>1. Pénzügyek és makrogazdasági problémák specializáció</i>		
Monetáris makroökonómia	Monetary Macroeconomics	Varga József/Kürthy Gábor
Pénzügyi adatok kezelésének speciális kérdései	Special topics on financial data analysis	Kövér György
<i>2. A gazdálkodás tudomány válogatott fejezetei specializáció</i>		
Regionális gazdaságtan	Regional Economics	Gál Zoltán
Új gazdaságföldrajz	New Economic Geography	Nagy Imre
<i>3. Szervezéstudomány, menedzsment és marketing specializáció</i>		
Marketingelmélet	Marketing theory	Szigeti Orsolya
Fogyasztói magatartás	Consumer behaviour	Szente Viktória
<i>4. Agrárgazdaságtan specializáció</i>		
Mezőgazdasági fejlődéstudomány	Agricultural Development	Podruzsik Szilárd
Mezőgazdasági árak elemzése	Analysis of agricultural prices	Fertő Imre
Választható módszertani tárgyak	Optional subjects module	
Bevezetés a hatékonyság elemzésbe	Introduction to efficiency analysis	Baráth Lajos
Hálózattudomány	Network science	Stettner Eleonóra
Választható szakmai tárgyak		
Agrár és vidékpolitika	Agricultural Policy	Udovecz Gábor
Vezetői számvitel és kontrolling		Wickert Irén
		Bertalan Péter
Humán erőforrás menedzsment		Podráczky Judit
Üzleti stratégia	Business strategy	Konrad Wetzker

A világgazdaság a 21. században.	World economy in 21st century	Szávai Ferenc
Innovációs politika és management	Innovation policy and management	Gál Zoltán Parádi-Dolgos Anett
Közösségi gazdaságtan	Public Economics	Tóth Gergely

Course description

Compulsory methodological module

Research Methodology. Fertő Imre

Course title in Hungarian: Kutatás módszertan		
Course title in English: Research methodology		Course language: English
Professor in charge: Prof. Fertő Imre Dsc	Compulsory classes TOTAL:60	Course type: Compulsory
	lectures:2	exercises:2
Number of credits:6		
Professors teaching: Imre Fertő		
<p>Aim and content of the course: A principal objective of this class is for you to develop a draft of a publishable research paper and/or a research proposal, whether for a thesis, dissertation, or grant. Developing a draft of a publishable paper is required for PhD students</p> <p>You are expected to read the assigned material before class and to come to class prepared to ask and answer questions, particularly those that are pertinent to your research interests. As you prepare for class, think about how your participation can advance your research objectives.</p>		
<p>Course description, topics:</p> <p>Starting life as a Ph.D students</p> <p>Practical and philosophical foundations of research</p> <p>The research problem (structure of paper and proposal, problem statements)</p> <p>Literature review</p> <p>Data visualization</p> <p>Thinking critically (evaluating research, journal rankings)</p> <p>Economic theory and model building</p> <p>Empirical issues</p> <p>Writing and submitting research papers</p>		
<p>Compulsory literature:</p> <p>Ethridge, D. (2004). Research methodology in applied economics. Blackwell</p>		
<p>Recommended literature:</p> <p>Wayne Booth, Gregory Colomb, and Joseph Williams, The Craft of Research, 3/e, University of Chicago Press, 2008.</p> <p>Paul Leedy and Jeanne Ormrod, Practical Research: Planning and Design, 8/e, Pearson Merrill Prentice Hall, 2005.</p> <p>Steven Greenlaw, Doing Economics: A Guide to Understanding and Carrying Out Economic Research, Houghton Mifflin Company, 2006.</p> <p>William Thompson, A Guide for the Young Economist, MIT Press, 2011.</p> <p>Deirdre McCloskey, Economical Writing, Waveland Press, 1999.</p> <p>William Zinsser. Writing well. Harper and Collins, 2001</p> <p>Browne, M.N. and Keeley, S.M. Asking the right questions. Pearson Prentice Hall, 2007</p>		
<p>Type of evaluation</p> <p>Individual homework: 25% , Class participation: 25%, Presentation 25 %, Research plan: 25%</p>		
Evaluation scale: 1-5		

Course title in Hungarian: Többváltozós statisztika			
Course title in English: Multivariate Statistics			Course language: Magyar/English
Compulsory studies prior to the course:			
Professor in charge: György Kövér, PhD	Compulsory classes TOTAL:60		Course type: Compulsory
	lectures:2	exercises:2	Number of credits:6
Professors teaching: György Kövér, PhD			
Aim and content of the course:			
Course description, topics:			
<ul style="list-style-type: none"> - Brief coverage of the preliminary studies - Graphical display of the multivariate dataset. Histograms, scatter plots, rotating 3D plots - Visualizing multivariate normal distribution. Eigenvalues and eigenvectors of the correlation and covariance matrix. The confidence ellipse. - Partial correlations - Multiple linear regression. The assumptions of regression. Regression statistics. Anova. Regression coefficients, confidence intervals, hypothesis tests. Diagnostic tests. Non-linear fit. Model selection methods. Detecting multicollinearity, heteroscedasticity and autocorrelation. (Naresh K. Malhotra 560-599) - The multivariate adequacy of the t-test the Hotelling T^2 . One-sample, Paired sample Two sample Hotelling T^2 . . The experiment-wise error problem. The traditional and the Bonferoni confidence intervals. Testing the homogeneity of variance-covariance matrices. - One and two way multivariate analysis of variance (MANOVA). Model assumptions. The experiment-wise error problem. The traditional and the Bonferoni confidence intervals. Testing the homogeneity of variance-covariance matrices. - Discriminant analysis. Linear and quadratic discriminant analysis. Classification a new subject using the discriminant functions. Validation of the discriminant model. Measuring the efficacy of a discriminant model. Model assumptions. - Logistic regression. The odds and odds ratios. The logistic model. Dependent variable. Factors and covariates. Wald statistics. Logistics coefficients and interpretation. Goodness of fit. (Naresh K. Malhotra 600-633) - Principal component analysis. The main objective is data reduction. Eigenvalues, eigenvectors. The interpretation of the principal components. Performing other statistical methods based on the principal components. - Factor analysis. The factor model. The number of the required factors. The communalities. . The interpretation of the factors. Factor rotation. Factor extraction by principal component, maximum likelihood and principal factor methods. Model assumptions. (Naresh K. Malhotra 634-659) - Canonical correlation analysis. Canonical variate pairs. Interpretation of the 			

<p>canonical variate scores. The relationship between the variables of the two datasets.</p> <ul style="list-style-type: none"> - Cluster analysis. Objectives. Measures of distance. Binary variables. Agglomerative and divisive clustering. Cluster description. K-means clustering. Ward method(Naresh K. Malhotra 660-687) - Scales. Internal consistency. Cronbah’s alpha. Measures of agreement. Measures of Discrimination.
<p>Compulsory literature:</p>
<p>Recommended literature: Naresh K. Malhotra: Marketing research. (2010) Pearson McDonald, J.H. 2009. Handbook of Biological Statistics, 2nd ed. Sparky House Publishing, Baltimore, Maryland. http://udel.edu/~mcdonald/statintro.html Everitt, Brian, Hothorn, Torsten: An Introduction to Applied Multivariate Analysis with R (2011) Springer</p>
<p>Type of evaluation: (written, oral, paper etc.) Individual home assignment 25% Activity in class 15% Final exam (statistical analysis, computer work) 60%</p>
<p>Evaluation scale: 1-5</p>

Informatics in Science György Kövér

Course title in Hungarian: Informatika a kutatásban			
Course title in English: Informatics in Science			Course language: Magyar/English
Compulsory studies prior to the course:			
Professor in charge: György Kövér, PhD	Compulsory classes TOTAL: 60		Course type: Compulsory
	lectures:2	exercises:2	Number of credits:6
Professors teaching: György Kövér, PhD			
Aim and content of the course: The aim of course Informatics in Science. is to introduce the concepts of data analysis, modeling and simulation. The widely available Microsoft Excel will be used during the course. Advanced level of previous knowledge of Excel is expected to complete this course.. Further examples of modelling will be presented using Matlab Symbiology toolbox and the Duali program package.			
Course description, topics: Introduction to quantitative methods and modelling. Why Excel. Alternative computer programs. Modelling and simulation. Deterministic and stochastic models. (Guerrero Chapter 7.1-7.2) Solving operations research problems using solver add on package of Excel. Linear and nonlinear problems. Transportation and assignment problems Sensitivity analysis. (Guerrero Chapter 7.3-7.4) Growth model in Excel. (Kendrick-Mercado-Amman, Chapter 1) Neural network application. (Kendrick-Mercado-Amman, Chapter 2) Models described by differential equation systems. Predator-prey model in Excel and Matlab. Monte Carlo simulations using Excel and Matlab. (Kendrick-Mercado-Amman, Chapter 7) Life-like simulations. Game of Life Introduction to Duali. Deterministic modelling in Duali. The Hall-Taylor model. Stochastic control in Duali (Duali User's Guide)			
Recommended literature: Hillier – Lieberman: Introduction to operations research McGraw-Hill, 2001 Sydsaeter-Hammond: Mathematics for Economic Analysis, Prentice Hall 1995 Kendrick, David A.; Mercado, P. Ruben; Amman, Hans M.: Computational Economics Princeton University Press, 2006 Guerrero, Hector: Excel Data Analysis. Modeling and Simulation, Springer, 2010 M. Amman – D. A. Kendrick The Duali/Dualpc Software for Optimal Control Models: User's Guide, 1999			
Type of evaluation: (written, oral, paper etc.) Individual home assignment 25% Activity in class 15% Final exam (statistical analysis, computer work) 60%			
Evaluation scale: 1-5			

Communicating research results Imre Fertő

Course title in Hungarian: Tudományos eredmények kommunikálása			
Course title in English: Communicating research results			Course language: English
Professor in charge: Prof. Dr. Imre Fertő	Compulsory classes TOTAL: 60		Course type: compulsory
	lectures: 2	exercises:2	Number of credits: 6
Professors teaching: Imre Fertő			
<p>Aim of the course: The objective of this course is to teach techniques for finding your proper research strategy based on your interest, background and skills, most relevant articles to read and best fitting academic journals to publish your findings in. Topics also include abstract writing, structuring your paper, and manuscript preparation and submission.</p> <p>Course description, topics:</p> <ol style="list-style-type: none"> 1. Purpose and process of publishing 2. How can your article not be rejected? 3. Academic search engines and how you can use them in your research. (Scopus, google scholar, web of science, Ebsco). Journal rankings in management science (rankings, impact factor, Publish or Perish, etc.) Finding the proper journal for placing your research. Open and closed journals. 4. Types of articles. Review articles. Original research papers. Case studies. Empirical and theoretical articles. Finding your research strategy. 5. The process of writing. Structuring your paper. Cover letters. Writing an abstract. 6. Analyzing relevant journals. Presentation and evaluation of previous classwork and submissions. 7. Writing exercise: Shorten your paper and make it more concise and straightforward. Please bring one of your previous research papers, a computer and a printer with you. 			
<p>Compulsory literature: James Hartley: Academic writing and publishing, Routledge New York., 2008.</p>			
<p>Recommended literature: Daryl J. Bem: Writing the Empirical Journal Article. in: Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) (2003). The Complete Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition. Washington, DC: American Psychological Association.</p>			
<p>Type of evaluation: Doing a quick literature review in your field targeted towards at least 3 journals (1 iconic in your field, (A, A+, two with potential to publish in). Demonstrate how you decided which are the journals. (open-closed, place in journal rankings, etc.). What are the</p>			

<p>dominating research methods in those journals? How many authors feature an average article? Scan the last 2 years and identify major research streams and topics, research gaps. Place your research in this research stream, describe how it is related to the international research stream you picked. (use midmap or other demonstration tool.) Present the process as a power point presentation.</p>	
Individual assignment	80% (word document + power point presentation)
Activity in class	20%
Evaluation scale: 1-5	

Econometrics 1 Zoltán Bakucs

Course title in Hungarian: Ökonometria 1		
Course title in English: Econometrics 1		Course language: English
Zoltán, Bakucs PhD Zoltan.bakucs@krtk.mta.hu	Compulsory classes TOTAL: 60	
	lectures: 2	exercises:2
		Course type: compulsory
		Number of credits: 6
Professors teaching: Zoltán Bakucs		
<p>This course covers the statistical tools needed to understand empirical economic research and how to plan and execute independent research projects. Whilst it is a challenging course, it provides you with a powerful tool that is equally applicable in economics, criminology, education, political science, public policy or sociology - thus giving you significant advantage both on the job market and academia.</p> <p>Teaching methods</p> <p>Although the theoretical issues of the following chapters are covered, the course is first of all applied econometrics, thus the emphasis is on real life examples and real data analysis. It follows, all lectures are computer assisted, and the use of STATA econometric software is at the core of the course. The aim is to provide you with ready-to-use practical econometric knowledge that can be instantly used for empirical applications of further university modules, thesis work, and perhaps more importantly, real life applications. For this purpose, one of the most popular introductory econometrics textbook is used for the course: Jeffrey M. Wooldridge - Introductory Econometrics: A Modern Approach, 5th or 6th edition: http://www.cengage.com/search/productOverview.do?N=16&Ntk=P_EPI&Ntt=152961460856007931617237609421833777028&Ntx=mode%2Bmatchallpartial</p> <p>In addition, a number of STATA specific text books will be used during the course. These include: Lee C. Adkins, R. Carter Hill - Using Stata for Principles of Econometrics, 4th Edition http://www.stata.com/bookstore/using-stata-for-principles-of-econometrics/index.html Christopher F. Baum - An Introduction to Stata Programming http://www.stata-press.com/books/introduction-stata-programming/ Sean Beckett - Introduction to Time Series Using Stata http://www.stata-press.com/books/introduction-to-time-series-using-stata/ A. Colin Cameron and Pravin K. Trivedi - Microeconometrics Using Stata, Revised Edition http://www.stata-press.com/books/microeconometrics-stata/</p>		
Course content for Semester I.		
<p>1. Introduction - The Nature of Econometrics and Economic Data</p> <ul style="list-style-type: none"> • Probability variables, probability density functions, expected value, mean, variance, covariance, correlation, normal, χ^2, t, F distributions, cross-sectional, time series, panel data. Ref.: Wooldridge (2000 or 2012, from now on referred as Wooldridge) chapter 1. • introduction to STATA: import/view/edit data, commands: generate, sort, replace, rename, drop, keep, if, range, etc. Ref.: Baum (2006, from now on referred as Baum) chapter 1. <p>2. The Simple Regression Model</p> <ul style="list-style-type: none"> • OLS, OLS conditions, estimators, fitted values and residuals, estimated standard errors, (one and two sided) t-test, p-values, confidence intervals, type I and II errors, mean squared error 		

<ul style="list-style-type: none"> • regression fit, units of measurement BLUE property of OLS estimator. <p>Ref.: Wooldridge chapter 2., Baum chapter 4.</p> <p>3 -4 - 5. Multiple Regression Analysis: Estimation and Inference</p> <ul style="list-style-type: none"> • OLS, OLS conditions, estimated standard errors, regression fit (adjusted R²), model selection criteria, hypothesis tests of a single parameter (one and two sided t-tests) • omitted variable bias, including irrelevant variable in regression, testing single linear restrictions, testing multiple linear restrictions (F-test) • modelling approaches: general to simple (Hendry – London School of Economics) and simple to general (auxiliary regression Lagrange Multiplier χ^2 – test). <p>Ref.: Wooldridge chapter 3, 4 and 5.2., Baum chapter 4.</p> <p>6 - 7. Multiple Regression Analysis: Further Issues</p> <ul style="list-style-type: none"> • Multicollinearity (detection and treatment) • Functional form and model specification: decreasing marginal returns (Lin-Log), return of additional year of study/experience/etc. (Log-Lin), production and demand functions (Log-Log), reciprocal transformation, quadratic and interaction terms, Ramsey’s RESET test for specification error <p>Ref.: Wooldridge chapter 6, 3.4., 9.1., Baum chapter 5.</p> <p>8. Multiple regression Analysis with Qualitative Information: Binary (or Dummy) explanatory variables</p> <ul style="list-style-type: none"> • Describing qualitative information, control group, single and multiple dummy variables, shift in the intercept, shift in the slope, shift in both the intercept and slope, interpreting results with dummies as explanatory variables. • Chow test. <p>Ref.: Wooldridge chapter 7 (except 7.5). Baum chapter 7.</p> <p>9. Heteroskedasticity</p> <ul style="list-style-type: none"> • Consequences for OLS, graphic inspection of heteroscedasticity, testing for heteroscedasticity (Goldfeld-Quandt, Breusch-Pagan, Glesjer, Harvey-Godfrey and White tests). • Inference in the presence of heteroscedasticity: robust standard errors (jackknife), computing heteroscedasticity robust LM tests. • Weighted least squares estimation: with known determinant (function) of heteroscedasticity (WLS), with estimated heteroscedasticity function (Feasible Generalized least Squares, FGLS). <p>Ref.: Wooldridge chapter 8., Baum chapter 6.</p>
Compulsory literature:
Recommended literature:
Type of evaluation:
Evaluation scale: 1-5

Econometrics 2 Zoltán Bakucs

Course title in Hungarian: Ökonometria 2		
Course title in English: Econometrics 2		Course language: English
Zoltán, Bakucs PhD Zoltan.bakucs@krtk.mta.hu	Compulsory classes TOTAL: 60	
	lectures: 2	exercises:2
		Course type: obligatory
		Number of credits: 6
Professors teaching: Zoltán Bakucs		
<p>This course covers the statistical tools needed to understand empirical economic research and how to plan and execute independent research projects. Whilst it is a challenging course, it provides you with a powerful tool that is equally applicable in economics, criminology, education, political science, public policy or sociology - thus giving you significant advantage both on the job market and academia.</p> <p>Teaching methods</p> <p>Although the theoretical issues of the following chapters are covered, the course is first of all applied econometrics, thus the emphasis is on real life examples and real data analysis. It follows, all lectures are computer assisted, and the use of STATA econometric software is at the core of the course. The aim is to provide you with ready-to-use practical econometric knowledge that can be instantly used for empirical applications of further university modules, thesis work, and perhaps more importantly, real life applications. For this purpose, one of the most popular introductory econometrics textbook is used for the course:</p> <p>Jeffrey M. Wooldridge - Introductory Econometrics: A Modern Approach, 5th or 6th edition: http://www.cengage.com/search/productOverview.do?N=16&Ntk=P_EPI&Ntt=152961460856007931617237609421833777028&Ntx=mode%2Bmatchallpartial</p> <p>In addition, a number of STATA specific text books will be used during the course. These include:</p> <p>Lee C. Adkins, R. Carter Hill - Using Stata for Principles of Econometrics, 4th Edition http://www.stata.com/bookstore/using-stata-for-principles-of-econometrics/index.html</p> <p>Christopher F. Baum - An Introduction to Stata Programming http://www.stata-press.com/books/introduction-stata-programming/</p> <p>Sean Beckett - Introduction to Time Series Using Stata http://www.stata-press.com/books/introduction-to-time-series-using-stata/</p> <p>A. Colin Cameron and Pravin K. Trivedi - Microeconometrics Using Stata, Revised Edition http://www.stata-press.com/books/microeconometrics-stata/</p>		
<p>Course content</p> <p>1. Regression with Time Series Data – Serial Correlation</p> <ul style="list-style-type: none"> • OLS conditions with time series data, static and dynamic (finite distributed lag) models, trends and seasonality • Autocorrelation: consequences for OLS, graphic inspection of autocorrelation, first order autocorrelation - AR(1), testing (Durbin-Watson, Durbin-Watson alternative, asymptotic Lagrange Multiplier test), higher order autocorrelation, Breusch –Godfrey test. • Correcting for serial correlation (dynamic structure, transformation strategy, FGLS strategy: Cochrane – Orcutt method). <p>Ref.: Wooldridge chapter 10, 12.1-12.5., Becketti (2013, from now on Becketti) chapter 5.</p> <p>2. Univariate Time-Series and Models of Non-stationary Processes</p> <ul style="list-style-type: none"> • the ARMA model, the Box-Jenkins approach (identification, estimation, diagnostic checking), specifying an ARMA model, forecasting 		

- non-stationary time series, trends and unit-roots
Ref.: Beckett chapter 6, 7, 10.1 – 10.2., Wooldridge chapter 11.1 -11.3., 18.2
- 3. Models of Multiple Time Series
 - vector autoregressions, estimation and forecasting
 - cointegration and testing for cointegration
 - Vector Error Correction Models (VECM), testing, deterministic components, estimating and diagnostics.
Ref.: Beckett chapter 9, 10., Wooldridge 18.2 -18.4.
- 4. Time Varying Volatility and Autoregressive Conditional Heteroskedasticity (ARCH) Models
 - examples of time varying volatility, ARCH model
 - GARCH models
 - extensions of GARCH models: EGARCH, Threshold GARCH, GARCH in mean
Ref.: Beckett chapter 8., Adkins and Hill (2011) chapter 14., Wooldridge chapter 12.6
- 5 - 6. Panel Data Models
 - Panel data organization, overview of panel data methods
 - Pooled regression, individual effects, fixed effects (FE), random effects (RE), twoway FE, one-way RE models
 - Hausman test for the appropriateness of RE
 - Dynamic panel models.
Ref.: Baum Chapter 9., Cameron-Trivendi (2010) chapter 8., Wooldridge chapter 13, 14.1-14.2.
- 7. Instrumental Variables Estimation and Two Stage Least Squares
 - solution for omitted variables bias
 - IV regression, 2SLS in cross section, time series and panel data
 - testing for endogeneity and overidentification restrictions
Ref.: Baum Chapter 8., Adkins and Hill Chapter 10., Wooldridge chapter 15.
- 8. Simultaneous Equation Models
 - simultaneity bias, nature of SEM
 - estimation of structural equations
 - 3SLS in cross section, time series and panel data
Ref. Adkins and Hill Chapter 11., Wooldridge chapter 16.
- 9. Models of discrete and limited dependent variables
 - Binominal Logit and Probit models, marginal effects and predictions, interpreting estimates
 - ordered Logit and Probit models
 - truncated regression and Tobit models
 - Specification issues, sample selection corrections.
Ref.: Baum chapter 10., Wooldridge chapter 17., Adkins and Hill Chapter. 16.

Type of evaluation: The end of term two hours written exam focuses on problem solving and interpreting results. Five to six exercises should be solved using econometric software and presented as a Word document (previous examination sheets are available for you as guidance). Except collaborating, you may use whatever off and online material you wish. More, you are encouraged to take course notes in a fashion that allows you to quickly search and find what you need during the examination.

Evaluation scale: 1-5

Qualitative research methodology Gusztáv Nemes, Adrienn Molnár

Course title in Hungarian: Kvalitativ kutásmódszertan		
Course title in English: Qualitative research methodology		Course language: English
Gusztáv Nemes Ph.D. nemes.gusztav@krtk.mta.hu Adrienn Molnár Ph.D. molnar-adrienn@krtk.mta.hu	Compulsory classes TOTAL: 60	
	lectures: 2	exercises:2
		Course type: compulsory
		Number of credits: 6
Professors teaching: Gusztáv Nemes, Adrienn Molnár		
<p>The aim of this course is to enable students to work with case study methodology using qualitative methods for their doctoral work. Case study is understood here as an empirical inquiry that investigates a phenomenon within its real-life context using narratives to describe the unit of analysis and its context. In case studies different methods of data collection can be applied, ranging from qualitative to quantitative methods or using primary and secondary sources. This course will concentrate on qualitative methods, however, ways of qualitative and quantitative methods complementing each other in order to complete a case study will also be discussed. The course will touch upon how to differentiate between the topic, objectives and main questions within a research project, how to define the unit of analysis and how to choose a site for the empirical study. We will talk about research design and different methods that can be used for data collection (interviews, surveys, focus groups, document analysis, etc.) and we will try out some of these methods in practice too. Participatory research methods (participant observation, action research, participatory workshops, community analysis) and visual methods within this (participatory video, photo voice, story telling) will be discussed separately. Other important topics are the management of qualitative data, different approaches for analysis and the connection between case study work and social theory will also be discussed. Finally we will talk about research ethics, epistemology and our responsibility as researchers towards nature, culture and society. The course will contain lectures, discussions, demonstrations and workshops. Students will be required to do coursework/homework in groups of 3-4.</p>		
<ul style="list-style-type: none"> • Overview of case study methodology and qualitative methods, what is it good for and what is it not. • Topic, objectives, research questions and the unit of analysis within case study research • Research design, choice of case, operationalisation of research questions, relation to theory • Qualitative methods • Participatory methods • Data management and analysis • Ethics, epistemology, responsibility 		
<p>Compulsory literature: Bennett, Andrew and George L. Alexander (2005) Case Studies and Theory Development in the Social Sciences. MIT Press. 331 pp.</p>		

Bryman, Alan, *Social Research Methods* (latest edition). Oxford: Oxford University Press, 530 pp.

Flyvbjerg, B. (2005). "Social science that matters." *Foresight Europe* 2: 38-42.

Flyvbjerg, B. (2006). "Five misunderstandings about case-study research." *Qualitative Inquiry* 12(2): 219-245.

Taylor, M. L., & Søndergaard, M. (2017). *Unraveling the Mysteries of Case Study Research: A Guide for Business and Management Students*. Edward Elgar Publishing. ISBN: 1786437228

Woodside A (2010) *Case study research : theory, methods, practice* Emerald Group Pub 440. p. ISBN-10: 1849509220

Recommended literature:

Type of evaluation:

There are three elements of student's assessment

Group work (in groups of 3-4):

- Level of activity in class/workshops 20%
- Presentation of coursework 30%

Individual assessment

- Case study or qualitative research plan 50%

Evaluation scale: 1-5

Compulsory professional subjects module

Economic theory and policy Tóth Gergely

Course title in Hungarian: Közgazdasági Elmélet és gazdaságpolitika			
Course title in English: Economic theory and policy		Course language: English	
Compulsory studies prior to the course: Basic economics (Introduction to economics, OR Microeconomics, OR Macroeconomics, at least one semester)			
Professor in charge: Dr. habil. Gergely Tóth	Compulsory classes TOTAL: 60		Course type: compulsory
	lectures: 2	exercises: 2	Number of credits: 6
Professors teaching: Gergely Tóth			
<p>Aim and content of the course: New economics, in our understanding, is the application of economic philosophy, concepts and analysis to the problems of formulating sustainable managerial decisions. The world oeconomia is app. 2500 years old, and originally meant good household management. Now it means the maximization of profits. For 2000 years, economics was not a separate science and activity, but part of proper life, part of social community. From Adam Smith's Wealth of Nations (1776) the so-called utilitarian revolution transferred the world through making self-interest the main motive of behaviour. We can thank huge accumulation of wealth and following peace, health for as many people as never before. But also, we see due to the growth-mania of economism we have overridden our planets limits. Can we come up with an economic theory and practice, which is more just, ecologically sound and still modern? We explore these questions in the class.</p>			
<p>Course description, topics:</p> <ol style="list-style-type: none"> 1. Course introduction 2. Economy, economics, economism – <i>Janus or Triglav?</i> 3. WORKSHOP ON ARTICLES: Friedman 1953, Gans 1994, Borjas 2015 4. Short History of Economics – <i>Moral or Utilitarian?</i> 5. Microeconomics and the underlying concepts – <i>Man and mathematics</i> 6. WORKSHOP ON ARTICLES: Sen 1999, Ostrom 2000, Thaler 2000 7. Microeconomics for good and bad – <i>Adds, products, 3 limits and 1 goal</i> 8. Local and international trade – <i>From free to fair?</i> 9. WORKSHOP: Georgescu-Roegen 1971, Becker 1993, North 1994, Kahneman 2010 10. Game theory – <i>Zero sum and cooperative games</i> 11. Pricing, inflation, speculation – <i>Time, value, equity</i> 12. Growth, competitiveness, efficiency – <i>The limits to rationality</i> 13. WORKSHOP ON ARTICLES: Coase 1988, Daly 1999, Falk 2013 14. Alternative economic theories – <i>Let a hundred flowers bloom...</i> 15. Summary – New economics for a sustainable and human development 			
<p>Compulsory literature:</p> <p>For Class 2:</p> <ul style="list-style-type: none"> – George Borjas and Kirk Doran. [2013]. <i>Prizes and Productivity: How Winning the Fields Medal Affects Scientific Output</i>. Journal of Human Resources, 50:3, 728-758. → nd.edu – Milton Friedman [1953]: <i>The methodology of positive economics</i>. In: Daniel M. Hausman (ed.) [1984, 2008]: <i>The Philosophy of Economics – An Anthology</i>, 3rd ed., Cambridge University Press. → full book p.145 – Joshua S. Gans and George B. Shepherd. [1994]: <i>How Are the Mighty Fallen: Rejected</i> 			

Classic Articles by Leading Economists. Journal of Economic Perspectives, 8:1,165-179.

→ [kimoon](#)

For Class 3:

- Elinor **Ostrom** [2000]: *Collective Action and the Evolution of Social Norms*. Journal of Economic Perspectives, 14:3, 137-158. → [aeaweb](#)
- Richard H. **Thaler** [2000]: *From Homo Economicus to Homo Sapiens*. Journal of Economic Perspectives, 14:1, 133-141. → [aeaweb](#)
- Amartya **Sen** [1999]: *The Possibility of Social Choice*. American Economic Review, 89:3, 349-378. → [aeaweb](#)

For Class 4:

- Gary S. **Becker** [1993]: *Nobel Lecture: The Economic Way of Looking at Behavior*. Journal of Political Economy, 101:3, 385-409. → [semanticscholar](#)
- Nicholas **Georgescu-Roegen** [1971]: *The Entropy Law and the Economic Process*. University of Alabama Distinguished Lecture Series, No. 1 → [LibGen](#)
- Daniel **Kahneman** and Angus Deaton [2010]: *High income improves evaluation of life but not emotional well-being*. Proceedings of the National Academy of Sciences, 107:38, 16489-16493 → [pnas](#)
- Douglass C. **North** [1994]: *Economic Performance Through Time*. American Economic Review, 84:3, 359-368. → [fsu](#)

For Class 5:

- Ronald H. **Coase** [1988]: *The Nature of the Firm: Origin, Meaning, Influence*. Journal of Law, Economics, and Organization 4(1), Spring 1988. → [bimba](#)
- Herman E. **Daly** [1999]: *Uneconomic growth: in theory, in fact, in history, and in relation to globalization*. in: *Ecological Economics and the Ecology of Economics: Essays in Criticism*. Edward Elgar, Cheltenham, UK, Northampton, MA, USA, 1999, p. 8-24. → [csbsju](#)
- Armin **Falk** and Nora Szech [2013]: *Morals and Markets*. Science, 340, p. 707-711. → [scimag](#)

Recommended literature:

- Ernst Friedrich **Schumacher** [1973]: *Small is Beautiful – A Study of Economics as if People mattered*, Blond & Briggs. → [Libgen](#)
- Tomas **Sedlacek** [2012]: *Economics of Good and Evil: The Quest for Economic Meaning from Gilgamesh to Wall Street*. Oxford University Press. → [Libgen](#)
- **Tóth** Gergely [2007]: *The Truly Responsible Enterprise*. KÖVET, Budapest. → [Research Gate](#)

Type of evaluation: (written, oral, paper etc.)

Condition for signing the course is to attend at least 67% of the classes and having completed the Case study.

Presentation of article for the complex exam: Each student must prepare from an article for the complex exam, each time. 10 minutes presentation + 10 minutes moderated discussion.

The purpose of the case study is to show, that the student has the capacity to understand the basic concept and operation of a real-life company, summarize it shortly, measure its contribution to (traditional) value added and envision its (novel) role in a localizing, sustainable and human economic. This way the case study ranges from profit maximization to responsible corporate citizenship, from exploiting resources to shaping a better society. The case study should be either on a company the student knows very well or a very innovative organization.

In both cases literature review and personal interview are both necessary, contributing to a balanced work.

Composition of the final grade

Participation and activity: max. 10
Presentation of compulsory article: max. 20
Case study on a real company (4-5 pages): max. 30
Oral exam: max. 40

Evaluation scale: 1-5

Excellent	(5)	90 – 100
Good	(4)	75 – 89
Medium	(3)	60 – 74
Poor	(2)	51 – 59
Fail	(1)	0 – 50

Organizational behavior Szilárd Berke, Csaba Borbély

Course title in Hungarian: Szervezeti magatartás		
Course title in English: Organizational behavior		Course language: english
Professor in charge: Dr. Berke Szilárd Dr. Borbély Csaba	Compulsory classes TOTAL:60	
	lectures: 2	exercises:2
		Course type: compulsory
		Number of credits: 6
Professors teaching: Dr. Berke Szilárd Dr. Borbély Csaba		
Aim and content of the course: The main objective of this course is to reveal the practical and academic principles and the means and tools of organizational behavior and -development. Successful students will understand the most important features and “laws” of the organizational behavior, be able to apply their leadership attributes, self-knowledge and attitudes in changing business situations, in changing corporate environment, and be able to perform practical tasks in the fields of managing their firms and their teams.		
Course description, topics: <i>Topics are the following:</i> <ul style="list-style-type: none"> ▪ Organizational behavior. ▪ Corporate Culture – The Essentials. ▪ Employee and organization. ▪ Corporate Identity. ▪ Teams and teamwork. ▪ 360 grade communication. ▪ Conflicts, stress management. ▪ Motivation and Attitude. ▪ Employee`s Well-being. Employee`s Branding. ▪ Learning organizations. ▪ The five levels of leadership. 		
Compulsory literature: Compulsory references: <ol style="list-style-type: none"> 1. The materials of the lessons (in “pdf” and in other formats). 		
Recommended literature: <ol style="list-style-type: none"> 1. Stephen P. Robbins, Timothy A. Judge: Organizational Behavior, Pearson (2017) 2. Jason A Colquitt, Jeffery A LePine, Michael J. Wesson: Organizational Behavior: Improving Performance and Commitment in the Workplace, McGraw-Hill Education (2016) 3. Marques, J., Dhiman, S.: Leadership Today: Practices for Personal and Professional Performance (Springer Texts in Business and Economics). Springer Texts in Business and Economics, USA, 2017 4. Mitchell G. Rothstein, Ronald J. Burke: Self-Management and Leadership Development. Edwar Elgar, UK, Canada, 2010 /University of Western Ontario, York University/ 		

5. Stephen R. Covey: 7 Habits of Highly Effective People. Simon & Schuster, USA, 2013
6. Torrington D., Hall L., Taylor S., Atkinson C.: Human resource management. Pearson (2014)
7. Susan A. David et al: The Oxford handbook of Happiness. Oxford University Press (2013)

Type of evaluation: (written, oral, paper etc.)

Paper (10-20 pages long) (40%)

Written exam (60%)

Evaluation scale: 1-5

Corporate Sustainability Kerekes Sándor

Course title: Corporate Sustainability			
Course title in Hungarian: Vállalati fenntarthatóság			Course language: English/Hungarian
A tantárgyfelelős neve: Sándor KEREKES, DSc E-mail: kerekes.sandor@ke.hu	Compulsory classes TOTAL:60		Course type: compulsory
	lectures: 2	lectures: 2	Number of credits: 6
<p>Aims of the course and teaching methodology</p> <p>The aims of the course to analyse the concept of corporate sustainability and its application to business organisations as a mechanism for measuring social, environmental and ethical performance. Our future lies in building sustainable enterprises and economic reality that connects industry, society and the natural environment. Environmental policy discussions increasingly focus on issues related to technological change. The social activities are frequently affected by the direction of technological change. What are the strategic drivers for Corporate Sustainability and why companies develop CSR strategies? How can companies build social, environmental and economic capital simultaneously? How stakeholders influence companies' strategies? More and more companies publish corporate social responsibility reports or sustainability reports. Companies from dirty industries are also proud of having their own report. What are the intentions beyond publicising CSR? Are those companies publishing one better than those not doing so? Is there room for a CEO to represent environmental values within the company? These questions are addressed at the course. The course focus is on implications of Sustainability Challenges on Corporate Strategy.</p>			
Topic		Suggested readings	
Full World and the Economic Crisis		<p>Ernst Ulrich von Weizsäcker, Anders Wijkman (2017) Come On! Capitalism, Short-termism, Population and the Destruction of the Planet – A Report to the Club of Rome (von Weizsäcker & Wijkman, 2017)</p> <p>Kerekes Sándor (2011): Happiness, environmental protection and the market economy. <i>Society and Economy in Central and Eastern Europe</i> 1, 5–13.(Kerekes, 2011b)</p> <p>Piketty Thomas Capital in the Twenty-First Century <i>The Major Results of This Study, The Theoretical and Conceptual Framework</i> (Piketty, 2015)</p> <p>Herbert Simon Bounded rationality (Simon, 2000)</p> <p>Kornai János Milyen is hát a tőke a 21. században? (Kornai, 2015)</p>	
Social Planning. Wicked problems and sustainability		<p>Ritchey Tom (2011) Wicked Problems Social Messes (Ritchey, 2011)</p> <p>Kerekes Sándor (2018) Kergetjük a lehetetlent. A fenntartható fejlődés vad probléma, de szelídíteni lehet és érdemes! https://iask.hu/hu/kerekes-sandor-irasa-a-fenntarthatosagrol-a-magyar-minoseg-c-folyoiratban/</p>	

The economics of technological change, Innovation and disruptive innovation	Chapter 11. Technological Change And The Environment Authors: Adam B. Jaffe, Richard G. Newell Robert N. Stavins in Kenneth J. Arrow And Michael D. Intriligator (2002) <i>Handbook of Environmental Economics</i> How Useful Is the Theory of Disruptive Innovation?(King & Baartartogtokh, 2015) Elsevier (Jaffe, Newell, & Stavins, 2003) Hearing On Disruptive Innovation Directorate For Financial And Enterprise Affairs Competition Committee (Secretariat, 2015)
Corporate Social Responsibility	Dyllick, Thomas – Kai Hockerts: Beyond the Business Case for Corporate Sustainability, (Dyllick & Hockerts, 2002) Porter, Michael E. – Claas van der Linde: Green and Competitive, Harvard Business Review, September-October 1995, pp. 120-134. (Porter & LINDE, 1995) Archie B. Carroll The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders (Carroll, 1991)
4th industrial revolution	Kahneman Daniel (2003): Maps of Bounded Rationality: Psychology for Behavioral Economics The American Economic Review, 93(5), pp. 1449-1475, December 2003 (Kahneman, 2003) Author D. Why Are There Still So Many Jobs? The History and Future of Workplace Automation (Author 2015)
Managing environmental risks	Kerekes Sándor (2011) Contradictions Inherent in the Management of Natural and Industrial Disasters (Kerekes, 2011a) http://www.environmentalmanager.org/wp-content/uploads/2011/09/Article3Kerekes1.pdf
<p>Compulsory literature :</p> <p>Author David, H. (2015). Why are there still so many jobs? The history and future of workplace automation. <i>Journal of Economic Perspectives</i>, 29(3), 3–30.</p> <p>Carroll, A. B. (1991). The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders. <i>Business horizons</i>, 34(4), 39–48.</p> <p>Dyllick, T., & Hockerts, K. (2002). Beyond the business case for corporate sustainability. <i>Business strategy and the environment</i>, 11(2), 130–141.</p> <p>Jaffe, A. B., Newell, R. G., & Stavins, R. N. (2003). Technological change and the environment. In <i>Handbook of environmental economics</i> (Köt. 1, o. 461–516). Elsevier.</p> <p>Kahneman, D. (2003). Maps of bounded rationality: Psychology for behavioral economics. <i>American economic review</i>, 93(5), 1449–1475.</p> <p>Kerekes, S. (2011a). Contradictions inherent in the management of natural and industrial disasters. <i>Journal of Environmental Sustainability</i>, 1, 39–49.</p> <p>Kerekes, S. (2011b). Happiness, environmental protection and market economy. <i>Society and Economy</i>, 33(1), 5–13.</p> <p>King, A. A., & Baartartogtokh, B. (2015). How useful is the theory of disruptive innovation? <i>MIT</i></p>	

Sloan Management Review, 57(1), 77.

Kornai, J. (2015). milyen is hát a t\Hoke a 21. században? *Közgazdasági Szemle*, 62(9), 909–942.

Piketty, T. (2015). Putting distribution back at the center of economics: Reflections on capital in the twenty-first century. *Journal of Economic Perspectives*, 29(1), 67–88.

Porter, M., & LINDE, V. (1995). Green and Competitive, *Harvard Business Review*. Sep/Oct.

Ritchey, T. (2011). *Wicked problems—social messes: Decision support modelling with morphological analysis* (Köt. 17). Springer Science & Business Media.

Secretariat, O. (2015). Hearing on Disruptive Innovation. In *The 123rd meeting of OECD Competition Committee*.

Simon, H. A. (2000). Bounded rationality in social science: Today and tomorrow. *Mind & Society*, 1(1), 25–39.

von Weizsäcker, E. U., & Wijkman, A. (2017). *Come On!: Capitalism, Short-termism, Population and the Destruction of the Planet*. Springer.

Group work

Each group should choose one company and discuss the following questions with regard to the company of your choice:

- What are drivers for the company's sustainability activities (reasons, objectives, strategies)?
- What measures/activities are taken?
- How do you rate the company's sustainability strategy and performance?
- Is the sustainability strategy of the company different in different units of the company? (i.e. between parent and daughter companies in different countries)?
- At what level is sustainability strategy being formed and implemented (is there any CEO involvement? Is it in the PR department? Is it the responsibility of the environmental manager?)

We suggest analysing one of the listed companies of the Dow Jones Sustainability Index (check <http://www.sustainability-index.com/html/data/djsiworld.html>) or an SME of your choice. Parts of the analysis might include company publications (Annual Reporting, Sustainability / CSR Reporting, Website, NGO/Stakeholder reports), personal Interviews with employees, personal experience and/or literature reviews.

A vizsga típusa:

Grading system:

- **Group** assignment + presentation: 20%
 - Groups of 3-4 students 15 minute oral team presentation + 5 minute question and answer period
 - Individual home essay, Sustainability issues related to your thesis topic 8-10 pages 15%,
- Class participation: 15%
- Final (oral) exam: 50%

Evaluation: 6 ECTS grade equivalent

Literature, assignments: to be downloaded (Neptun meet street)

Compulsory specialization subjects module

1. *Finances and macro-economic issues specialization*

Monetáris makroökonómia Kürthy Gábor, Varga József

A tantárgy neve: Monetáris makroökonómia			
A tantárgy neve angolul: Monetary macroeconomics		Az oktatás nyelve: magyar	
A kötelező előtanulmányok: Pénzelmélet			
A tantárgyfelelős neve: Varga József PhD; Kürthy Gábor PhD	A kötelező óraszám összesen: 60		A tárgy jellege: választható
	előadás:2	gyakorlat:2	A kreditszám: 6
A közreműködő oktatók: Kürthy Gábor, Varga József			
A tantárgy oktatási célja és tartalma			
<p>A modern pénzt a bankrendszer hitelművelettel teremti, ezért a pénzt alkalmazó gazdaságokban szükségszerűen jelen van a hosszú távú adósság. Eközben a főutas közgazdaságtani gondolkodásban a hosszú távú adósság nem konzisztens a makroökonómiai egyensúllyal. Ezt az ellentmondást oldják föl az endogén pénzt tartalmazó stock-flow konzisztens modellek, amelyek ezenkívül szorosan illeszkednek az empirikusan használt makrogazdasági elszámolási jegyzékekhez, például a Nemzeti Számlák Rendszeréhez (SNA).</p> <p>A tantárgy keretében áttekintést adunk azokról a főutas megoldásokról, amelyek segítségével a pénzt a makrogazdasági modellekbe helyezik, és rámutatunk ezeknek a megközelítéseknek a kritikus pontjaira. Ezután tárgyaljuk az állomány-folyamat konzisztens modellek általános logikáját, ami illeszkedik a vállalati pénzügyi kimutatások illetve a makrogazdasági elszámolások fölépítéséhez. A legegyszerűbb megközelítésből kiindulva olyan modelleket építünk, amelyekben a pénzt a bank(rendszer) hitelnyújtással teremti és a gazdaság hosszú távú egyensúlyában az adósságállomány pozitív. A modelleket zárt és nyitott gazdaságokban is vizsgáljuk. Az elméleti ismereteket az empirikusan megfigyelhető makrofolyamatok magyarázatára, előrejelzésére használjuk.</p>			
A tantárgy programja:			
<ul style="list-style-type: none"> - A pénzt tartalmazó közgazdasági modelleszaládok összehasonlítása (A walrasi gazdaság és a pénz, mikromegalapozású modellek: hasznos pénz modell; likviditáskorlátos modell, keresési modellek, túlélő generációk.) - A stock-flow konzisztens modellkeret fölírása. (Vagyonmérlegek, a négyszeres nyilvántartás elve és az áramlások mátrixreprezentációja, ipari és pénzügyi körforgás.) - Pénz a stock-flow konzisztens modellekben. (Állami pénz és banki pénz, a világpénz modellezése.) - Empíria. (Eszközárak és pénzügyi egyensúlytalanságok, nem egyensúlyi (válság) folyamatok vizsgálata.) 			
A kötelező irodalom:			
<ul style="list-style-type: none"> - Barwell, R. – Burrows, O. [2011]: Growing Fragilities? Balance sheets in the Great Moderation. <i>Bank of England, Financial Stability Paper No. 10.</i> <i>Interneten: http://www.bankofengland.co.uk/publications/Documents/fsr/fs_paper10.pdf</i> - Bezemer, D. J. [2009]: “No One Saw This Coming”: Understanding Financial Crisis Through Accounting Models. <i>MPRA Paper No. 15892</i> - Davidson, P. [1972]: Money and the Real World. In: <i>The Economic Journal</i>. Vol. 82, No. 325: 101 – 115. - Godley, W. – Lavoie, M. [2007]: Monetary Economics. Palgrave Macmillan, New York. 2. fejezet, 3. fejezet, 4. fejezet, 6. fejezet. 			

- Goodhart, C. [1987]: The Monetary Base. In: *The New Palgrave Dictionary of Economics*.
Interneten:
http://www.dictionaryofeconomics.com/article?id=pde1987_X001483&goto=monetary&result_number=2379
- Patinkin, D. [1987]: Real Balances. . In: *The New Palgrave Dictionary of Economics*.
Interneten:
http://www.dictionaryofeconomics.com/article?id=pde2008_R000041&goto=realbalances&result_number=2978

Az ajánlott irodalom:

A vizsga típusa: (írásbeli, szóbeli, dolgozatírás stb.)

Órai részvétel és aktivitás 20%

Számítógépes házi feladat 30%

Írásbeli vizsga 50%

Az értékelési skála: 1-5

Megjegyzés:

Évközi követelmény

- az egyes órák előtt a kijelölt olvasmányok elolvasása
- a vitákban való aktív részvétel
- egy kijelölt modell számítógépes szimulációja

Special topics on financial data analysis György Kövér

Course title in Hungarian: Pénzügyi adatok kezelésének speciális kérdései			
Course title in English: Special topics on financial data analysis			Course language: English
Professor in charge: György Kövér, PhD	Compulsory classes TOTAL: 60		Course type: optional
	lectures: 2	exercises: 2	Number of credits:6
Professors teaching: György Kövér, PhD			
Aim and content of the course: This course aims the introduction of the exciting world of data mining and application examples in financing. The PhD students will learn how to extract valuable information from the huge databases of our present time. The statistical computations will be performed using the freeware R software package and the WEKA datamining tool.			
Previous studies required: This course intended to those students who successfully finished the courses “Multivariate Statistics” and “Econometrics I, II”			
<p>Course description, topics:</p> <p>Introduction to data mining, databases, data warehouses. Data pre-processing. (Jiawei – Micheline Chapter 1, 2, 3, 4)</p> <p>Data cube technology. Multidimensional Data Analysis is Cube Space (Jiawei – Micheline Chapter 5)</p> <p>Mining frequent patterns, associations and correlations (Jiawei – Micheline Chapter 6, 7) (Zhao, http://www.rdatamining.com/docs/association-rule-mining-with-r)</p> <p>Classification and prediction. Decision trees, rule-based classifications, neural networks. Prediction, accuracy and error measures. (Jiawei – Micheline Chapter 8, 9) (Zhao ,http://www.rdatamining.com/docs/regression-and-classification-with-r)</p> <p>Cluster analysis. Brief coverage of the preliminary studies. Density based methods. High dimensional data. Outlier analysis. (Jiawei – Micheline Chapter 10, 11)</p> <p>Graph mining and social network analysis. (Jiawei – Micheline Chapter 11)</p> <p>Text Mining with R (Zhao , http://www.rdatamining.com/docs/text-mining-with-r)</p> <p>Time Series Analysis and mining with R (Zhao, http://www.rdatamining.com/docs/time-series-analysis-and-mining-with-r)</p>			
Compulsory literature:			
<p>Recommended literature</p> <p>Jiawei Han–Micheline Kamber: Data Mining: Concepts and Techniques,3rd edition (2011) Morgan Kaufmann Publishers.</p>			

Ian Witten and Eibe Frank Mark Hall:Data Mining:Practical Machine Learning Tools and Techniques (2011) Morgan Kaufmann Publishers
 Yanchang Zhao: R and Data Mining: Examples and Case Studies (2013), http://cran.r-project.org/doc/contrib/Zhao_R_and_data_mining.pdf
 Yanchang Zhao: RDataMining, <http://www.rdatamining.com>
 :

Course timing:	Even year:	Fall semester:
	Uneven year:	Spring semester:
Type of evaluation: (written, oral, paper etc.) Individual home assignment 25% Activity in class 15% Final exam (statistical analysis, computer work) 60%		
Evaluation scale: 1-5		

2. *Selected chapters of management science specialization*

Regional Economics and Policy Zoltán Gál

Course title in Hungarian: Regionális gazdaságtan és politika			
Course title in English: Regional Economics and Policy			Course language: English
Compulsory studies prior to the course:			
Professor in charge: Prof. Gál, Zoltán	Compulsory classes TOTAL:60		Course type: optional
	lectures:2	exercises:2	Number of credits:6
Professors teaching: Prof. Gál, Zoltán			
Aim and content of the course: The course aims to introduce micro-and macro-economic processes of the regional economies with a special focus on the spatial processes of intra and interregional economic flows and on the nodes of the spatial economies. It discusses the related theoretical models and methods of analysis.			
Course description, topics: Within the framework of regional microeconomics it discusses fundamental problems of location theories and the several location factors determining the location site selection decisions of the firms. It presents the competitive advantages of local business and industrial concentrations, agglomerations and regional cluster formations (benefits of agglomeration effects) and local business networks. The second part of the course regional macroeconomics examines the interregional flow-processes of the economy such as the territorial aspects of interregional factor mobility (capital flows, migration, trade). It deals with regional growth theories and the role of finance in economic development. In addition, we examine the role of technology and innovation in regional development. The course gives an introduction to settlement and urban economics discussing land use and urban growth models together with the issues of urban competitiveness.			
Compulsory literature: Mary E. Edwards: Regional and Urban Economics and Economic Development: Theory and Methods, Auerbach Publications, 2007.			
Recommended literature: Roberta Capello, Regional Economics, Routledge, 2006			
Type of evaluation: written, paper			
Evaluation scale: 1-5			

New Economic Geography Imre Nagy

Course title in Hungarian: Új gazdaságföldrajz			
Course title in English: New Economic Geography		Course language:	
Compulsory studies prior to the course:			
Professor in charge: prof. Dr. Imre Nagy	Compulsory classes TOTAL:60		Course type: optional
	lectures:2	exercises:2	Number of credits: 6
Professors teaching: Sándor Kerekes;Zoltán Gál;Gergely Tóth			
<p>Aim and content of the course: The course covers the determinants of economic activity in space: basics of urban and regional economics; the origins of the new economic geography and model tools involving mobile labour and mobile capital; applications to trade, tax and regional policy issues are studied and the empirics of agglomeration and trade are covered. Students acquire a knowledge of the forces which determine the allocation of economic activity in space and they learn to apply fundamental models of agglomeration to understand and analyze policy issues involving trade, taxation and regional policy questions both analytically and in an economic intuitive way.</p>			
<ol style="list-style-type: none"> 1. The concept of classical economic geography 2. Paul Krugman and the concept of "new economic geography" 3. The building blocks of the "new economic geography" <ol style="list-style-type: none"> a. The model of monopolistic competition b. Cost of transport, or the cost of spatial transactions c. Mobile and immobil workforce 4. Multi-regional model of concentration <ol style="list-style-type: none"> i. Behavior of Consumers: ii. Producers Behavior: 5. Concentration and Deconcentration Trends 6. Centrum and periphery: The two-region model 7. Transnational companies 8. The economic integration of the enlargement of the EU to Central and Eastern European countries 9. The economic and historical dimensions of spatial organization in Hungary 10. The reinterpretation of the concept of the countryside according to Krugman. 			
<p>Compulsory literature: Krugman, P. (1991a) Geography and Trade. Leuven University Press, Leuven, Belgium and MIT Press, Cambridge, MA. Krugman, P. (1991b) Increasing Returns and Economic Geography. — Journal of Political Economy. 99. 183-199. o. Krugman, P. (1998): What's New About the New Economic Geography. — Oxford Review of Economic Policy. 2.7-17. o. Paul Krugman: THE NEW ECONOMIC GEOGRAPHY, NOW MIDDLE-AGED. Prepared for presentation to the Association of American Geographers, April 16, 2010 file:///C:/Users/Asus/Desktop/aag.pdf</p>			

Recommended literature:

Andrea Ascani, Riccardo Crescenzi, Simona Iammarino: New Economic Geography and Economic Integration: A Review. Department of Geography and Environment London School of Economics and Political Science. <file:///C:/Users/Asus/Desktop/WP-1.2.pdf>

Anthony J. Venables New Economic Geography* London School of Economics and CEPR <file:///C:/Users/Asus/Desktop/newecongeogven05.pdf>

FUJITA Masahisa Thünen and the New Economic Geography. RIETI Discussion Paper Series. 2011

<https://www.rieti.go.jp/jp/publications/dp/11e074.pdf>

Philip McCann, Varga Attila (2016) Place-based Economic Development and the New EU Cohesion Policy London: Routledge, 2016. 110 p.

Type of evaluation: (written, oral, paper etc.)

Evaluation scale: 1-5

3. Organizational science, management, marketing specialization

Marketing theory Szigeti Orsolya

Course title in Hungarian: Marketingelmélet			
Course title in English: Marketing theory			Course language: English
Compulsory studies prior to the course: -			
Professor in charge: Orsolya, Szigeti Dr. habil	Compulsory classes TOTAL: 60		Course type: optional
	lectures: 2	exercises: 2	Number of credits: 6
Professors teaching: Orsolya, Szigeti Dr. habil.; Viktória, Szente Prof. Dr.			
<p>Aim and content of the course: In this course we examine the theoretical foundations of the marketing discipline, and introduce students the development of research ideas in the different areas of marketing. The course provides the use of quantitative and qualitative models in addressing problems of interest to academic researchers in marketing. The primary goals are: 1) Introducing the theoretical foundations of marketing; 2) Understanding the different approaches to research in marketing; 3) Creating the conceptual development of research proposals. Each session involves a combination of lectures, discussions and exercises. The first week's session is lecture-based (with no need for pre-class readings), for later weeks, pre-class reading material will be distributed in advance to the class on previous session. It is expected that students will be fully prepared with the reading material and actively participate in discussions. A discussion leader will be selected, who is expected to generate a discussion after each presentation, especially focusing on conceptual issues. With the exception of the first sessions, all students have to write a brief synopsis for all the articles that will be discussed in each session (max. half a page single-spaced for each article), which has to be sent to the instructor before the class. The synopsis should provide the response to the following question: what is the main message each paper tries to deliver? At the end of the course, students are asked to develop a brief paper (7-8 pages, single spaced) that includes a possible research path on a specific marketing topic. Last session students are required to present it in class.</p>			
<p>Course description, topics: Session 1 Introduces the students to the conceptual domain of the marketing discipline with a strong emphasis on theoretical background of marketing. Session 2 discusses the different forms through which it is possible to run research and contribute to the marketing discipline. Sessions 3-5 illustrate different contributions in the three main sub-fields of: marketing strategy, consumer behavior, and marketing modeling. The article-mix for each session aims to reflect the inclusion of both old milestone papers and more recent pieces. With the exception of Session 1, class activity is almost entirely based on reading, presenting, and discussing the articles provided in the schedule. Students are asked for regular and punctual attendance to sessions and have to read and be prepared on all the articles indicated for each session. Any evidence that a student is not completing the readings will seriously detract from her/his grade.</p>			
Compulsory literature:			

1. Hunt S., 1983. General Theories and Fundamental Explananda of Marketing. *Journal of Marketing*, 47, 9-17.
2. Srivastava R., Shervani T., Fahey L., 1999. Marketing, Business Processes, and Shareholder Value: An Organizational Embedded View of Marketing Activities and the Discipline of Marketing. *Journal of Marketing*, 63, 168-179.
3. Calder B., Tybout A., 1987. What Consumer Research Is *Journal of Consumer Research*, 14, 136-140.
4. Vargo S., Lusch R., 2004. Evolving to a New Dominant Logic for Marketing. *Journal of Marketing*, 68, 1-17.
5. Brinberg D., Hirschmann E., 1986. Multiple Orientations for the Conduct of Marketing Research: An Analysis of the Academic/Practitioner Distinction. *Journal of Marketing*, 50(4), 1-19.
6. Kohli A., Jaworski B., 1990. Market Orientation: The Construct, Research Propositions, and Managerial Implications. *Journal of Marketing*, 54, 1-18.
7. Kirca A., Jayachandran S., Bearden W.O., 2005. Market Orientation: A Meta- Analytic Review and Assessment of Its Antecedents and Impact on Performance. *Journal of Marketing*, 69, 24-41.
8. Sorescu A., Chandy R., Prabhu J., 2003 Sources and Financial Consequences of Radical Innovation Insights from Pharmaceuticals. *Journal of Marketing*, 67(4), 82-102.
9. Rego L., Morgan N., Fornell C., 2013. Reexamining the Market Share—Customer Satisfaction Relationship? *Journal of Marketing*, 77, 1-20.
10. Goldstein N.J., Cialdini R.B., Griskevicius V. 2008. A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels. *Journal of Consumer Research*, 35(3), 472-482
11. Holzwarth M., Janiszewski C., & Neumann M.M., 2006. The Influence of Avatars on Online Consumer Shopping Behavior. *Journal of Marketing*, 70, 19-36
12. Berger, J., Milkman K., 2012. What Makes Online Content Viral? *Journal of Marketing Research*, 49 (May), 192–205
13. Giesler M., 2008. Conflict and Compromise: Drama in Marketplace Evolution. *Journal of Consumer Research*, 34 (April), 739-753.
14. Moorthy K., 1993. Theoretical Modeling in Marketing. *Journal of Marketing*, 57, 92-106.
15. Elberse A., Eliashberg L., 2003. Demand and Supply Dynamics for Sequentially Released Products in International Markets: The Case of Motion Pictures, *Marketing Science*, 22 (3), 329-354
16. Chevalier J., Mayzlin 2006. The Effect of Word of Mouth on Sales: Online Book Reviews. *Journal of Marketing Research*, 43, 345-358.
17. Tucker C., Zhang J., 2010. Growing Two-Sided Networks by Advertising the User Base: A Field Experiment. *Marketing Science*, 29(5), 805-814
18. Lehota J., Horváth Á., Rácz G., 2014. The effect of sustainability on the information search behaviour of Hungarian consumers through the practice of food purchasing. *Acta Alimentaria*, 43 (3) 437-443.
19. Törőcsik M., Szűcs K., Kehl D., 2016. Lifestyle Segments in Generation Z – A New Approach to Identify Groups among Youth. *International Journal of Business Insights and Transformation*, 9 (1) 65-69.
20. Gál T., Soós M., Szakály Z., 2017. Applying new innovative market research methods in the innovation process of new products *International Journal of Engineering and*

<p><i>Management Sciences / Műszaki és Menedzsment Tudományi Közlemények</i>, 2 (3) 56-69.</p> <p>21. Szócs A., Berács J., 2014. Causal versus reflective specification: A methodological review of structural equation modeling in marketing. <i>Közgazdász Fórum / Forum on Economics and Business</i>, 17 (3) 3-16.</p> <p>22. Kemény I., Simon J., Nagy Á., Szűcs K., 2016. Measuring quality perception in electronic commerce: a possible segmentation in the Hungarian market. <i>Industrial Management & Data Systems</i>, 116 (9) 1946-1966.</p>
<p>Recommended literature:</p> <ol style="list-style-type: none"> 1. Davis J.A., 1985. - <i>The logic of causal order</i>. Sage 2. MacInnis D., 2011. A Framework for Conceptual Contributions in Marketing. <i>Journal of Marketing</i>, 75, 136-154 3. Fader, Peter S. and Bruce G. S. Hardie (2007), “How to Project Customer Retention,” <i>Journal of Interactive Marketing</i>, 21 (Winter), 76–90. 4. Fader, Peter S. and Bruce G. S. Hardie (2007), “How Not to Project Customer Retention.” http://brucehardie.com/notes/016/ 5. Chintagunta, Pradeep K., Tulin Erdem, Peter E. Rossi and Michel Wedel (2006), “Structural Modeling in Marketing: Review and Assessment,” <i>Marketing Science</i>, 25 (6), 604-616. 6. Reiss, Peter C. (2011), “Descriptive, Structural, and Experimental Empirical Methods in Marketing Research,” <i>Marketing Science</i>, 30 (6), 950-964. 7. Manchanda, Puneet, Asim Ansari and Sunil Gupta (1999), “The Shopping Basket: A Model for Multicategory Purchase Incidence Decisions,” <i>Marketing Science</i>, 18 (2), 95-114. 8. Busse, M., J. Silva-Risso and F. Zettelmeyer (2006), “\$1,000 Cash Back: The Pass-Through of Auto Manufacturer Promotions,” <i>The American Economic Review</i>, 96 (4), 1253 -1270. 9. Busse, M., D. Simester and F. Zettelmeyer (2010), “The Best Price You'll Ever Get: The 2005 Employee Discount Pricing Promotions in the U.S. Automobile Industry,” <i>Marketing Science</i>, 29 (2), 268 -290. 10. Hartman, W. R., H. S. Nair and S. Narayanan (2011), “Identifying Causal Marketing-Mix Effects Using a Regression Discontinuity Design,” <i>Marketing Science</i>, 30 (6), 1079-1097. 11. Goldfarb, A. and C. Tucker (2011), “Search Engine Advertising: Channel Substitution When Pricing Ads to Context,” <i>Management Science</i>, 57 (3), 458-470. 12. Manchanda, P., G. Packard and A. Pattabhiramaiah (2015), “Social Dollars: The Economic Impact of Consumer Participation in a Firm-Sponsored Brand Community,” <i>Marketing Science</i>, 34 (3), 367 -387.
<p>Type of evaluation: (written, oral, paper etc.) Written and oral</p> <p>Assessment: In-class participation (30%) Brief paper (40%): Final presentation (30%)</p>
<p>Evaluation scale: 1-5</p>

Consumer behavior Viktória Szente

Course title in Hungarian: Fogyasztói magatartás			
Course title in English: Consumer behavior			Course language: English
Compulsory studies prior to the course:			
Professor in charge: Dr. Szente Viktória	Compulsory classes TOTAL: 60		Course type: optional
	lectures: 2	exercises:2	Number of credits: 6
Professors teaching: Viktória Szente, Orsolya Szigeti			
<p>Aim and content of the course: This course will provide a research overview of the field of consumer behavior and consumer decision making. The objectives of this course are to develop a strong foundation for critical thinking in these areas and to build skills in understanding, conceptualizing, operationalizing, and developing research ideas. Students will be expected to prepare the readings, critically critique the research, and actively participate in discussions.</p>			
<p>Course description, topics: The course will challenge students to apply different conceptual lenses and adopt a pervasive critical stance in consumer research. Viewing theory and methods perspectives will allow students to develop a broad approach in consumer behavior that will help them orient as well as focus their research in the future. The classes will be structured on discussing the assigned readings. Students must complete all of the assigned readings (required readings and articles to be presented) before class. Each student (or student groups) will present one of the papers for 3-5 minutes in order to kick-off the discussion (short powerpoint presentation required). Afterwards, we will engage in a critical discussion of the paper. We will talk about the paper's theoretical contribution, empirical evidence, as well as limitations and possibilities for future research.</p>			
<p>Compulsory literature:</p> <ol style="list-style-type: none"> 1. Deepak Sirdeshmukh, Jagdip Singh, Barry Sabol (2002) Consumer Trust, Value, and Loyalty in Relational Exchanges. <i>Journal of Marketing</i>: January 2002, Vol. 66, No. 1, pp. 15-37. 2. Shiv, Baba, Ziv Carmon, and Dan Ariely (2005), "Placebo Effects of Marketing Actions: Consumers May Get What They Pay For, <i>Journal of Marketing Research</i>, 42, (November), 383-393. (Winner, 2010 O'Dell Award) 3. Fitzsimons, Graine M., Tanya L. Chartrand and Gavan J. Fitzsimons (2008), "Automatic Effects of Brand Exposure on Motivated Behavior: How Apple Makes you 'Think Different', <i>Journal of Consumer Research</i> (June), 21-35. 			
<p>Recommended literature:</p> <ol style="list-style-type: none"> 1. Sankar Sen and C. B. Bhattacharya Does Doing Good Always Lead to Doing Better? Consumer Reactions to Corporate Social Responsibility. <i>Journal of Marketing Research</i>, Vol. 38, No. 2 (May, 2001), pp. 225-243. 			

2. A. M. Muniz and T. C. O’Guinn, “Brand Community,” *Journal of Consumer Research*, Vol. 27, No. 4, 2001, pp. 412-432. doi:10.1086/319618
3. Jaakkola, E & Alexander, M 2014, 'The role of customer engagement behavior in value co-creation: a service system perspective' *Journal of Service Research*, vol 17, no. 3, pp. 247-261. DOI: 10.1177/1094670514529187
4. Ildikó Kovács, József Lehota, Nándor Komáromi Sustainable Consumption Decisions – A Quantitative Study Exploring the Role of CSR in Consumption Decisions
INTERNATIONAL JOURNAL OF BUSINESS INSIGHTS AND TRANSFORMATION 9:(1) pp. 61-64. (2016)

Type of evaluation: (written, oral, paper etc.)
 Class participation (presentations, ideas development and discussion): 50%
 Research paper: 50%

Evaluation scale: 1-5

1. *Agricultural economics specialization*

Agricultural Development, Szilárd Podruzsik

Course title in Hungarian: Mezőgazdasági fejlesztés			
Course title in English: Agricultural Development			Course language: English/Hungarian
Professor in charge: Szilárd, Podruzsik Dr Habil. PhD szilard.Podruzsik@uni-corvinus.hu	Compulsory classes TOTAL:60		Course type: optional
	lectures:2	exercises:2	Number of credits:6
Professors teaching: Dr. Podruzsik Szilárd			
<p>Aim and content of the course: The agricultural system embraces physical, behavioural and operational environments. The ecosystem, especially climate, soil and vegetable can be in conflict with behaviour. Among others, culture, values, institutions or political systems affect the operational milieu. The form of agricultural structure drives the development of agricultural systems. The course offers students to acquire knowledge on linkage between agriculture and rural development with a special focus on rural livelihood and agricultural interaction in developing countries in the globalized world. During the course we try to understand the affecting forces on the agricultural system that are incorporated trends in farming, trade, environmental change, policy developments and social movements. Some of the key challenges in development are still poverty and hunger, that are also addressed to understand rural livelihood. Policies that greatly determine rural life in the area of agriculture, will also be reviewed during the course. The course is organised in an interactive way. This will enable the interaction between students and the assessment of different regions in the world. Students will provide a presentation where they explore the livelihood strategies of the regions they come from. They will have the opportunity to experience some of the dilemmas through their presentations and discuss them. Comments, questions and suggestions are welcome.</p>			
<p>Course description, topics:</p> <ul style="list-style-type: none"> - Overview of the theories of agricultural development; - Poverty and income growth: productivity, income and purchasing power; - Consumption patterns: price elasticity and income curves; - Demographic transition: birth deaths, from large to small families; - Structural change: income growth, from farm to non-farm activities, rural-urban migration; - Efficiency of low-income producers, inputs and production level; - Drivers of growth: market, specialisation, innovation, technology and growth; - Sustainability of growth: productivity and environment, market and environment services; - Market and trade: demand supply and market prices; - Globalization and competitiveness: transaction costs, trade and globalization, comparative advantages; - Trade policy: national policy and remedying externalities; - Exchange rates and inflation, monetary and fiscal policy; - Capital flows and debt forgiveness; migration, remittances and foreign aid. 			

<p>Compulsory literature:</p> <ul style="list-style-type: none"> • George W. Norton , Jeffrey Alwang , William A. Masters (2014) <i>Economics of Agricultural Development : World Food Systems and Resource Use</i>, Routledge, United Kingdom, □ ISBN13 9780415658232 • Food and Agriculture Organisation of the United Nation (2017) <i>The future of food and agriculture, Trend and Challenges</i>, Rome ISBN 978-92-5-109551-5 • Bruce F. Johnston and John W. Mellor (1961) <i>The Role of Agriculture in Economic Development</i> <i>The American Economic Review</i> Vol. 51, No. 4 (Sep.,1961), pp. 566-593
<p>Recommended literature:</p> <ul style="list-style-type: none"> • Dethier J-J, Effenberger, A (2012) <i>Agriculture and development: A brief review of the literature</i> Economic Systems Volume 36, Issue 2, June 2012, Pages 175-205 • P. Winters, T. Essam, B. Davis, A. Zezza, G. Carletto, K. Stamoulis (2010) <i>Patterns of rural development: A cross-country comparison using microeconomic data</i>, Volume 61, Issue 3 September 2010 Pages 628–651 • Derek Byerlee, Alain de Janvry, and Elisabeth Sadoulet (2009) <i>Agriculture for Development: Toward a New Paradigm</i>, <i>Annual Review of Resource Economics</i> 1:15-31 <p>https://gspp.berkeley.edu/assets/uploads/research/pdf/Annual_Review_of_ResEcon7.pdf</p>
<p>Type of evaluation: There are three elements of student’s assessment</p> <p>Essay: 40% (15-page essay on a selected part of the world in relation to agricultural development)</p> <p>Presentation: 50% (30-minute presentation on one of the selected course topics)</p> <p>Attendance: 10% (Active participation with comments and questions.)</p> <p>Σ 100%</p>
<p>Evaluation scale: 1-5,</p>

Agricultural prices and markets. Fertő Imre

Course title in Hungarian: Mezőgazdasági árak és piacok			
Course title in English: Agricultural prices and markets			Course language: English
Professor in charge: Prof. Fertő Imre Dsc	Compulsory classes TOTAL:60		Course type: Optional
	lectures:2	exercises:2	Number of credits:6
Professors teaching: Imre Fertő			
Aim and content of the course			
<p>The overall objective of this course is to get you to realize that supply and demand constructs are not vacuous notions used only by economists in the context of a chalkboard in front of a classroom. That is, we can combine the basic supply-demand framework from microeconomic theory with statistical methods to learn something about the behavior of commodity prices and/or supply and demand conditions in commodity markets.</p> <p>You are expected to read the assigned material before class and to come to class prepared to ask and answer questions, particularly those that are pertinent to your research interests. As you prepare for class, think about how your participation can advance your research objectives..</p>			
Course description, topics:			
<p>Introduction to food markets Agricultural demand Agricultural supply Market and market structures Marketing margin Price differences and spatial relationships Price variation through time Price differences and quality Agricultural terms of trade Mechanisms discovering prices Vertical coordination in agriculture Cooperatives in agri-food chain Short supply chain</p>			
Compulsory literature:			
Tomek, W.G. –Kaiser, H.M. (2014): Agricultural Product Prices. Cornell University Press			
Recommended literature:			
<p>Hudson (2007): Agricultural Markets and Prices. Blackwell Ferris. J.N. (1997): Agricultural Prices and Commodity Market Analysis. McGraw-Hill Schrimper, R.A: (2001): Economics of Agricultural Markets. Prentice Hall. Hansen, H.O.(2013): Food Economics, Routledge</p>			
<p>Essay: 40% (15-page essay on a selected part of the world in relation to agricultural prices and markets)</p> <p>Presentation: 50% (20-minute presentation on one of the selected course topics)</p> <p><u>Attendance:</u> 10% (Active participation with comments and questions.)</p>			
Evaluation scale: 1-5			

Network Science Eleonóra Stettner

Course title in Hungarian: Hálózattudomány		
Course title in English: Network Science		Course language: English
Professor in charge: Dr. Stettner Eleonóra	Compulsory classes TOTAL:60	
	lectures:2	exercises:2
		Course type: optional
		Number of credits:6
Professors teaching: Dr. Stettner Eleonóra		
Aim and content of the course: Presentation of network analysis theory. Students should know a method they can apply in their own field of research.		
Course description, topics:		
<ol style="list-style-type: none"> 1. Graph Theory 2. Random Networks 3. The Scale-Free Property 4. The Barabási-Albert Model 5. Evolving Networks 6. Degree Correlations 7. Network Robustness 8. Communities 9. Spreading Phenomena 10. Guest Speaker 11. Hands-on class: Network Analysis and Visualization Softwares 		
Compulsory literature:		
http://barabasi.com/networksciencebook/		
Recommended literature:		
Type of evaluation: (written, oral, paper etc.) Project task : Each student choose a network, analyze to the according learned aspects and report on it on the exam.		
Evaluation scale: 1-5, The grade is calculated as follows: the homework 40%, the project task 60%		

Optional professional subjects

Human Resource Management Péter Bertalan, Judit Podráczy

Course title in Hungarian: Humánerőforrás menedzsment			
Course title in English: Human Resource Management			Course language: Hungarian
Professor in charge: Péter Bertalan, Judit Podráczy	Compulsory classes TOTAL: 60		Course type: optional
	lectures:2	exercises:2	Number of credits: 6
Professors teaching: Péter Bertalan, Judit Podráczy			
<p>The topic covers that particular complex activity which Human Resource management can mean in our modern world. It introduces the process of selecting and persuading the suitable employees the career model of the Human Resource expert in the future and the further training within a company. It is about the constructing of market-oriented culture and the role of the Human Resource in brand construction. The fundamental issue of the research is building new Human Resource strategies, furthermore, introducing the principle of cooperation and synergy in the inner structural culture of the Hungarian workplaces.</p> <p>Aims of the course and teaching methodology The science of Human Resource Management and the Human Resource profession are in constant change, the non-revealed problems and the phenomena of the society test the ability of the experts for renewal. The course covers the handling of distance work and the better measurement of the Human Resource management. The course is based on practical and concrete case studies. In order to complete a successful course one has to work out and present a concrete case study. The course also includes the forthcoming topics: Human Resource factors influencing the management of non-profit organizations in Hungary. Survey on the cooperation forms of civil organizations.</p>			
Compulsory literature:			
<p>1. Farkas F. –Karoliny Mártonné – László Gy. – Poór J.: Emberi Erőforrás menedzsment kézikönyv. Complex Kiadó, Bp. 2016. 85-118.; 155-181.; 251-285.; 443-467. 2. HR trendek = Munkaügyi Szemle, ISSN 0541-3559, 2011. (55. évf.) 4. sz. 1. o. Biba Sándor: A munkavégző ember hatékony foglalkoztatásának HR szempontjai = Humánpolitikai Szemle, ISSN 0865-7009, 2011. (22. évf.) 7-8. sz. 65-76. o. 3. Martin Ford: Robotok kora. Milyen lesz a világ robotok nélkül? HVG Kiadó, Budapest, 2017. Lipcsei András: Mi újság a munkaerőpiacon? A HR tanácsadó szubjektív összefoglalója = Munkaügyi Szemle, ISSN 0541-3559, 2010. (54. évf.) 1. sz. 11-12. o. 4. A HR jövője. Az emberi erőforrás-menedzsment perspektívái. Szerk.: Falcsik Mari – Lucza Edina. HVG Kiadó, Bp. 2006. 17-35.; 79-121.; 251-259.; 277-295. 5. Finna Henrietta – Krajcsák Zoltán: Level of HR proficiency in small and medium sized organization in the middle-Hungary region = Marketing & Management, ISSN 1219-0349, 2011. (45. évf.) 1. sz. 55-64. o.</p>			
Recommended literature:			
Bakacsi Gyula A szervezeti magatartás alapjai Semmelweis Kiadó Budapest 2015 p.367			

Type of evaluation: Grading system:

Individual home essays, choose one topic from the list 8-12 pages: 30%

Class participation, group assignment: 20%

Final (oral) exam: 50%

Evaluation scale: 1-5**Business Strategy Konrad Wetzker**

Course title in Hungarian: Üzleti stratégia

Course title in English: Business Strategy

Course language:
English/Hungarian

Professor in charge:

Prof. Konrad Wetzker DSc

Compulsory classes TOTAL: 60

Course type: optional

lectures:2

exercises:2

Number of credits: 6

Professors teaching: Konrad Wetzker

Aim and content of the course:

The general aim of the course is to understand the way of strategic thinking, the steps of the strategy process and its most important tools. These learnings will be applied in different situations and case studies.

Strategic thinking means to understand the rule of ratio, creativity, empathy and intuition. Do we come to a strategy more based on figures and using different methods or based on the behavior of the decision maker and his/her skills?

Strategy process means to find the optimal way to achieve the targets. During the lectures the necessary steps and prerequisites of this process will be taught.

The participants of the course will also learn what and how they have to analyze and to communicate to come to the right strategy. They will meet with the most important strategic methods.

Examples of more or less successful company strategies will be discussed. Students will learn for a concrete situation how to come to a strategic decision. Based on information about a company (markets, stakeholders, balance sheet, capabilities, targets) they have to develop their strategic recommendation. This they have to present to the class.

Compulsory literature:

1. Montgomery, Cynthia A. "Putting Leadership Back into Strategy." Special Issue on HBS Centennial. *Harvard Business Review* 86, no. 1 (January 2008): 54–60.
2. Kaplan, Robert S., and David P. Norton. "Mastering the Management System." Special Issue on HBS Centennial. *Harvard Business Review* 86, no. 1 (January 2008): 62–77.
3. Porter, Michael E. "The Five Competitive Forces That Shape Strategy." Special Issue on HBS Centennial. *Harvard Business Review* 86, no. 1 (January 2008): 78–93.

Recommended literature:

1. Bakacsi, Gyula (2010) Managing crisis: single-loop or double-loop learning? STRATEGIC MANAGEMENT. International Journal of Strategic Management and Decision Support Systems in Strategic Management (ISSN: 2334-6191) (UDC: 005.21) 15: (3.) pp. 3-9. (2010)

Type of evaluation: paper**Evaluation scale: 1-5**

World Economy in the 21st Century. Theory of International Relations Szávai Ferenc

Course title in English: World economy in the 21st century		Course language: English	
Professor in charge: Prof. Szávai Ferenc DSc	Compulsory classes TOTAL:60		Course type: optional
	lectures:2	exercises:2	Number of credits:6
Professors teaching: Ferenc Szávai			
<p>Aim and content of the course:</p> <p>In the international system new interactions between economic political and social actors and organizing forces, changes of historically unprecedented character and intensity in politics, economy and society are shaping in the form of new challenges the global power relations and the state of particular regions of the 21st century. In the focus shifts of the next three-four decades new power lines have appeared which efficiently form the international system (USA, China, Russia, Brasil, India). Besides that the significance of greater regional powers (including Nigeria, South-Africa, Australia) and groups of states (ASEAN, Andean Group, Central Asia) also increases. In this process it is important to examine Hungary's situation in the global whirl of the first few decades of the 21st century. In taking into account the new approaches and theory of international relations the new dimension of sustainability and security at the outset of the 21st century will be an important segment. Economic security is becoming increasingly important (health security, supply security, environmental security, value security). Production and distribution of goods and servives, needs insurance (new security concept). Besides the new interpretation of environmental security the origin of conflicts, their solution, the institutionalisation of disaster recovery will also shape the international relations.</p>			
<p>Course description, topics:</p> <ul style="list-style-type: none"> - Integration failures, reality of disintegration - World economy in the changing world order - The complex system of world economy, concepts and theories. Theory of international relations, methods - Trends in the development and problems of world economy in the 21st century. Conflicts and their solutions. Different levels of security - The perspectives of growth. Globalization and new stage of internationalization - The black market - Global models - Changing models of world economy, global division of labor - New centers of development of the world economy in the 21st century. Consumption plays not only the role of reproduction, but has become a society organizer. - The main directions of the development of world economy. Future conflicts. Global trends, 2015, 2025 directions of the changes of world - Transnational corporations - Hungary in the complex system of world economy 			

Compulsory literature::

Rondo Cameron and Larry Neal (2003, 4th ed.) A Concise Economic History of the World: From Paleolithic Times to the Present, 480 pp., including annotated bibliography, Oxford.

Robert Gilpin: The Challenge of Global Capitalism The World Economy in the 21st Century 2002 Princeton University Press

Oliver Ramsbotham, Tom Woodhouse and Hugh Miall: Contemporary Conflict Resolution. The prevention, management and transformation of deadly conflicts. Cambridge, Malden, 2008

Jill Steans & Lloyd Pattiford with Thomas Diez: Introduction International Relations. Perspectives & themes. London, New York, 2005

Recommended literature:

- Peter Wallerstein: Understanding Conflict Resolution. Second Edition. California, New Delhi, 2007
- Thomas G. Weiss: Military-civilian Interaction. Humanitarian Crises and the Responsibility to protect. New York, Toronto, Oxford, 2005
- George Friedman: Next 100 years: A Forecast for the 21st Century 2010. Doubleday NEW YORK, LONDON, TORONTO, SYDNEY, AUCKLAND

Course evaluation: written exam

Evaluation scale: 1-5

Innovation policy and management Zoltán Gál

Course title in Hungarian: Innovációs politika és menedzsment		
Course title in English: Innovation policy and management		Course language: English
Professor in charge: Prof. Zoltán Gál	Compulsory classes TOTAL:60	
	lectures:2	exercises:2
		Course type: optional
Number of credits:6		
Professors teaching: Prof. Zoltán Gál		
<p>Aim and content of the course: The course provides students with understanding of innovation using a management framework. It focuses on both the firm and policy frameworks centered concepts to demonstrate how to create value and growth through innovation in the existing and new markets. Students will explore the concepts, methods and tools on how to organize and manage innovation process, knowledge, Intellectual property, R&D Projects and technology transfer with the objective to enhance productivity and sales of the firms. It also aims to introduces students to the various innovation policy frameworks (national, regional, sectoral) via case studies from the perspective of creating a new innovative venture, focusing on the main development, planning and financing issues in order to stimulate innovations, entrepreneurship and to thicken its institutional system and cluster development in a particular region. The course introduces students to debates about why some regions are more innovative than others and to the factors which shape innovation at the regional level: factors like the uneven geography of R&D, the significance of skills and organisational learning capacity, the role of technology transfer mechanisms as well as the geographical concentration of innovation spaces and their operation within the economy.</p>		
<p>Course description, topics: 1 – Introduction to Innovation Management 2 - Managing innovation within firms 3 - Innovation Process and knowledge management 4 - Managing R&D Projects, 5 - Technology transfer and markets 6 – Managing intellectual property; Open innovation 8 – Financing innovation 9 – Internationalization of innovation: Strategic Alliances and Networks 10 – National systems of innovation and entrepreneurship 11- Regional systems of innovation and entrepreneurship 12 –Policy case studies: Regional Innovation strategies 13- Role of universities in innovation</p>		
<p>Compulsory literature: - Paul Trott: Innovation Management and New Product Development 6th Edition (2016), Paperback, 672 pages ISBN13: 9781292133423 - H. Braczyk, P. Cooke, M. Heidenreich (Eds.), Regional Innovation Systems, UCL Press, London (1997)</p>		

Recommended literature:

- Zoltán Gál & Pavel Ptaček (2011): The Role of Mid-Range Universities in. Knowledge Transfer in Non-Metropolitan Regions in Central Eastern Europe, European Planning. Studies, 19:9, 1669-1690.
- Lundvall, B-Å. (1992). National systems of innovation: towards a theory of innovation and interactive learning. Pinter, London.

Type of evaluation: written**Evaluation scale:** 1-5