

BULLETIN  
UNIVERSITY OF DEBRECEN

# **Rural Development Engineering MSc**

FACULTY OF ECONOMICS AND BUSINESS

Coordinating Center for International Education

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**UNIVERSITY OF DEBRECEN**

**Date of foundation:** 1912 Hungarian Royal University of Sciences, 2000 University of Debrecen

**Legal predecessors:** Debrecen University of Agricultural Sciences; Debrecen Medical University; Wargha István College of Education, Hajdúböszörmény; Kossuth Lajos University of Arts and Sciences

**Legal status of the University of Debrecen:** state university

**Founder of the University of Debrecen:** Hungarian State Parliament

**Supervisory body of the University of Debrecen:** Ministry of Education

**Accreditation dates and statute numbers:**

Debrecen University of Agricultural Sciences: 17<sup>th</sup> December 1996, MAB/1996/10/II/1.

Debrecen Medical University: 5<sup>th</sup> July 1996, OAB/1996/6/II/6.

Wargha István College of Education, Hajdúböszörmény: 5<sup>th</sup> July 1996, OAB/1996/6/II/2.

Kossuth Lajos University of Arts and Sciences: 5<sup>th</sup> July 1996, OAB/1996/6/II/5.

University of Debrecen: 3<sup>rd</sup> October 2012, MAB/2012/8/VI/2.

**Number of Faculties at the University of Debrecen:** 14

Faculty of Agricultural and Food Sciences and Environmental Management

Faculty of Child and Adult Education

Faculty of Dentistry

Faculty of Economics and Business

Faculty of Engineering

Faculty of Health

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Faculty of Humanities

Faculty of Informatics

Faculty of Law

Faculty of Medicine

Faculty of Music

Faculty of Pharmacy

Faculty of Public Health

Faculty of Science and Technology

**Number of accredited programmes at the University of Debrecen:**

73 degree programmes with the pre-Bologna 5-year-system university education, 41 supplementary degree programmes offering transfer-degree continuation of studies towards the university degree (MSc), 50 degree programmes with the pre-Bologna 3-year-system college education, 67 BSc and 78 MSc programmes according to the Bologna system, 5 unified one-cycle linear training programmes, 35 specializations offering post-secondary vocational certificates and 159 vocational programmes.

**Number of students at the University of Debrecen: 28812**

According to time of studies: 22888 full-time students, 5899 part-time students having corresponding classes and 25 part-time students having evening classes or distance education according to education level: 944 students at post-secondary vocational level, 17406 students at BSc, 3112 students at MSc, 21 students at college level, 190 students at university level (MSc), 5320 students at one-cycle linear training, 954 students at vocational programmes, 865 students at PhD, 3741 foreign students.

**Full time teachers of the University of Debrecen: 1421**

194 full college/university professors and 1055 lecturers with a PhD.

## **ABOUT THE FACULTY**

The Faculty of Economics and Business is currently the largest faculty of the University of Debrecen with about 4000 students and more than 120 staff members. The Faculty has been created by the merger of two former faculties of the university: the Faculty of Economics and Business Administration and the Faculty of Applied Economics and Rural Development. The Faculty has a very wide scope of education dominated by economics and business administration however it has a significant variety of programs in agribusiness and rural development. We are proud of the large number of our international students currently in the BA in Business Administration and Management and the MA in International Economy and Business. The attractiveness of our education is indicated by the popularity of the Faculty in terms of incoming Erasmus students, as well.

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## **THE ORGANIZATIONAL STRUCTURE OF THE UNIVERSITY**

### **RECTOR OF THE UNIVERSITY OF DEBRECEN**

Rector: Dr. Zoltán Szilvássy  
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### **FACULTY OF ECONOMICS AND BUSINESS**

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Head Librarian Ms. Enikő Pergéné Szabó  
(perge@lib.unideb.hu)

## **RURAL DEVELOPMENT ENGINEERING MA PROGRAMME**

Starting date: September/February

Language requirements: English language proficiency (TOEFL 547 /IELTS 6.0 /oral examination)

Academic requirements: Bachelor degree in Economics, Business or Management, Rural Development

Duration: 4 semesters

Number of contact hours: 1300

ECTS credits: 120

Program coordinator: Prof. Dr. Károly Pető  
(peto.karoly@econ.unideb.hu, Magház 217.)

Short description: The objective of the program is to prepare professionals for understanding sustainable development and the present problems of rural areas basing on knowledge relating to agriculture, economic management as well as regional and rural development, for cooperating in the determination of the possible directions of development, defining special development programs, managing their realizations and carrying out the monitoring of the processes.

Class behaviour:

Students must not use cell phones to talk or text during class. Cell phones must be switched off or kept in silence mode during class. In seminars students will be expected to participate in seminar discussions. Students are encouraged to ask questions related to the topic of the lectures discussed, and participate in solving problems related to the topic of the seminar. Students should not disrupt the class by talking to each other. If one continues to disrupt the class, the student may be asked to leave. The usage of electronic devices, textbooks and any form of interaction between students during the tests are strictly forbidden. Electronic devices (cell phones, tablets, etc.), except for approved simple calculators, must not be within the reach (in pocket, in the desk, etc.) of students during tests.



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## Requirements:

The course consists of lectures and seminars. Attending lectures is strongly recommended, attendance of seminars is compulsory and recorded.

Participation at practice classes is compulsory. One might have a maximum of 3 seminar/practice absences. In case of more than 3 absences the final signature may be refused and the student must repeat the course. Being late is equivalent with an absence.

The knowledge of the students will be tested several times depending on the class types during the entire course. End of Semester Examination (ESE) covers the topics of the lectures and seminars of a subject. A minimum of three ESE dates will be set during the examination period. Unsuccessful students may repeat the ESE twice (B and C chances). Five grade evaluation (AW5) is based on class contribution and work. The program ends in a Final/State exam of the whole material of the course covering the topics given out earlier.

Students can be given their degree if, having met other criteria as well, they have collected 120 credits during their studies. Considering the recommended curriculum this can be achieved in 2 years.

According to the credit regulations students should obtain an average of 30 credits in each semester.

Students accumulate the required amount of credits by passing exams on compulsory and elective subjects.

Although Physical Education is not recognized by credits, one PE course has to be completed to get the final degree.

CURRICULUM OF THE FULL TIME PROGRAMME

|   | <b>First year</b>    |          |                |                        |          |                |
|---|----------------------|----------|----------------|------------------------|----------|----------------|
|   | <b>Fall semester</b> |          |                | <b>Spring semester</b> |          |                |
| <b>SUBJECTS</b>                                   | <b>L</b>             | <b>S</b> | <b>Credits</b> | <b>L</b>               | <b>S</b> | <b>Credits</b> |
| Economic Law                                      | 3                    | 0        | 4              |                        |          |                |
| Research Methodology                              | 2                    | 2        | 5              |                        |          |                |
| Human Resource Management                         | 2                    | 0        | 3              |                        |          |                |
| Rural and environmental policy                    | 2                    | 1        | 4              |                        |          |                |
| Rural Economy                                     | 2                    | 1        | 3              |                        |          |                |
| Commerce and Logistics                            | 2                    | 1        | 3              |                        |          |                |
| Rural Security                                    | 2                    | 0        | 2              |                        |          |                |
| Elective 1.                                       | 0                    | 2        | 3              |                        |          |                |
| <b>Total credits:</b>                             |                      |          | <b>27</b>      |                        |          |                |
| Accounting for Managers                           |                      |          |                | 2                      | 2        | 5              |
| Integrated Regional Development                   |                      |          |                | 2                      | 0        | 3              |
| Rural Sociology                                   |                      |          |                | 2                      | 0        | 3              |
| Agricultural Economics and<br>Agricultural Policy |                      |          |                | 2                      | 1        | 4              |
| Integrated Settlement Development                 |                      |          |                | 2                      | 0        | 3              |
| Project Management                                |                      |          |                | 0                      | 2        | 3              |
| Economics of Agricultural Markets                 |                      |          |                | 2                      | 1        | 4              |
| Economics of Agriculture Sectors                  |                      |          |                | 2                      | 1        | 3              |
| Elective 2.                                       |                      |          |                | 2                      | 0        | 3              |
| Physical Education                                |                      |          |                | 0                      | 2        | 0              |
| <b>Total credits:</b>                             |                      |          |                |                        |          | <b>31</b>      |

|                                     | Second year   |    |           |                 |   |           |
|-------------------------------------|---------------|----|-----------|-----------------|---|-----------|
|                                     | Fall semester |    |           | Spring semester |   |           |
| SUBJECTS                            | L             | S  | Credits   | L               | S | Credits   |
| Business Consulting                 | 2             | 1  | 4         |                 |   |           |
| Alternative Management              | 2             | 0  | 3         |                 |   |           |
| Local Economic Development          | 2             | 0  | 3         |                 |   |           |
| Internship                          | 0             | 16 | 7         |                 |   |           |
| Thesis writing I.                   | 0             | 2  | 15        |                 |   |           |
| <b>Total credits:</b>               |               |    | <b>32</b> |                 |   |           |
| Analysis of Agricultural Programs   |               |    |           | 0               | 2 | 2         |
| Community Development               |               |    |           | 2               | 0 | 2         |
| Production and Operation Management |               |    |           | 2               | 1 | 4         |
| Regional Planning and Programming   |               |    |           | 2               | 2 | 5         |
| Food Chain Safety Knowledge         |               |    |           | 2               | 0 | 2         |
| Thesis writing II.                  |               |    |           | 0               | 2 | 15        |
| <b>Total credits:</b>               |               |    |           |                 |   | <b>30</b> |

## COURSE DESCRIPTIONS

Course title: **Economic Law**

Neptun code: GT\_MVINE009-17

Institute: Institute of World Economy and International Relations

Classes per week: 3+0 Requirement: Exam Credit: 4

Responsible instructor: Dr. Géza Károlyi

Instructor: Dr. András Helmeczi

Course goals:

The course is designed to introduce students to the particularities of legal aspects of economy, both theoretically and in practice. A broad overview over the most relevant topics in the area of legal life in economy is given.

Course content, topics:

Basic legal terms, personal law, rights in rem, contractual law, company law.

Learning methods:

In the lessons the students get detailed explanations with life-like examples to the most important legal aspects of economy.

Assessment

Final written test at the end of the semester, with the following grades:

points grade

0-7 1 (fail)

8-9 2 (satisfactory)

10-11 3 (fair)

12-13 4 (good)

14-15 5 (excellent)

Compulsory readings:

lecture notes (electronically sent to the students)

Recommended readings:

### Syllabus

| Week | Topics  |
|------|---|
| 1.   | Legal system, basic legal terms 1: law as social rule, content and function of law, categories of legal rules<br>LO: the knowledge of the most important legal rules and solutions according to the topic |

|     |  |
|-----|--|
| 2.  | <p>Legal system, basic legal terms 2: sources of law, legislation and jurisdiction, legal relation</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p> |
| 3.  | <p>The person as subject at law 1: natural person, legal capacity and competency</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>                   |
| 4.  | <p>The person as subject at law 2: legal person, protection of personality</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>                         |
| 5.  | <p>Rights in rem 1: the thing, possession</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>  |
| 6.  | <p>Rights in rem 2: ownership rights, rights of use</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>  |
| 7.  | <p>Contractual law 1: obligations and legal statements, representation, performance</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>                |
| 8.  | <p>Contractual law 2: basic rules of contracts</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>   |
| 9.  | <p>Contractual law 3: express contracts</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>  |
| 10. | <p>Contractual law 4: liability for damages</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>  |
| 11. | <p>Company law 1: common rules, organization</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>   |
| 12. | <p>Company law 2: representation, termination</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>  |
| 13. | <p>Company law 3: sole company types</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p>   |

|     |   |
|-----|---|
| 14. | <p>Consultation</p> <p>LO: the knowledge of the most important legal rules and solutions according to the topic</p> |
|-----|---|

Course title: **Research Methodology**

Neptun code: GT\_MVINE001-17

Institute: Institute of Management and Organization Sciences

Classes per week: 0+2 Requirement: Seminar grade Credit: 4

Responsible instructor: Dr. András István Kun

Course goals:

The aim of the course is to give students insight to the whole research process in economics and management. According to the time constraints, it could be only an introduction, but it found an appropriate basis for further development. The approach of this course is learning-by-doing, thus students have to perform an own group research during the semester, with the help of the instructor.

By the end of the course, students should be able to:

- Formulate good research questions and design appropriate research.
- How to collect data for different types of research problems.
- Analyze data
- Write and present the results
- Critically evaluate research.

Course content, topics:

Scientific and management research. Formulating the research topic. Reviewing the literature. Research philosophy and approaches to theory development. The research design. Research ethics. Sampling. Using secondary data. Collecting primary data: observation and experiment, interviewing and focus groups, questionnaires, Analysing quantitative data, analysing qualitative data, writing and presenting research outcomes.

Learning methods:

Interactive seminars to discuss topics and individual or team home assignments (students' own research project)..

Assessment

Home assignment 20%. Mid-term examinations 80%.

Compulsory readings:

Saunders, Mark. – Lewis, Philip – Thornhill, Adrian (2016): Research Methods for Business Students. 7th edition. Pearson, Harlow.

Recommended readings:

Babbie, Earl R. (2011): The Basics of Social Research, 5th edition. Nelson Education, Toronto.

Babbie, Earl R. (2011): The Practice of Social Research, 14th edition. Cengage Learning, Boston, MA.

Taylor B. – Sinha G. – Ghoshal T. (2006): Research Methodology: A Guide For Researchers In Management And Social Sciences. Prentice Hall of India, New Delhi.

### Syllabus

| Week | Topics   |
|------|--|
| 1.   | Scientific and management research.  |
|      | LO*: Students gain knowledge about the concept of scientific and management research       |
| 2.   | Formulating the research topic.  |
|      | LO. Students gain knowledge about formulating the research topic.                          |
| 3.   | Reviewing the literature.  |
|      | LO. Students gain knowledge about reviewing the literature.                                |
| 4.   | Research philosophy and approaches to theory development                                   |
|      | LO: Students gain knowledge about research philosophy and approaches to theory development |
| 5.   | The research design  |
|      | LO: Students gain knowledge about research design  |
| 6.   | Research ethics  |
|      | LO: Students gain knowledge about research ethics  |
| 7.   | Sampling   |
|      | LO: Students gain knowledge about designing samples for research                           |
| 8.   | Using secondary data.  |
|      | LO: Students gain knowledge about the use of secondary data                                |
| 9.   | Collecting primary data: observation and experiment  |
|      | LO: Students gain knowledge about observation and experiment                               |
| 10.  | Collecting primary data: interviewing and focus groups                                     |
|      | LO: Students gain knowledge about interviewing and focus groups                            |

|     |   |
|-----|---|
| 11. | Collecting primary data: questionnaires                                       |
|     | LO: Students gain knowledge about questionnaires                              |
| 12. | Analysing quantitative data   |
|     | LO: Students gain knowledge about quantitative data analysis                  |
| 13. | Analysing qualitative data  |
|     | LO: Students gain knowledge about qualitative data analysis                   |
| 14. | Writing and presenting research outcomes                                      |
|     | LO Students gain knowledge about writing out and presenting research outcomes |

Course title: **Human Resource Management**

Neptun code: GT\_MVINE010-17

Institute: Institute of Management and Organization Sciences

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Dr. Krisztina Dajnoki

Course goals:

The objective of the course is to make students interpret the strategy forming, value creating and competence determining role of human resources (HR), with a specific focus on organizations of business and public service sphere. It also provides a review of the historic changes, paradigm shifts of the thinking about the human, being a corporate/ organizational resource, together with its motives and consequences. It introduces the different levels of the strategy, the relationships and interaction between human resource management strategy systems and methods, and supplemented with practical cases it qualifies students for the interpretation of the integrated system of human resource management, the preparation of specific organizational human resource strategy and HR development plan.

Competences:

Knowledge:

The student deeply knows the tasks and methods of human resource management, the cause-consequence relationship between unemployment and market adaptation of organizations, the system of labour relations. Knows and understands comprehensively the specifications of operation, their economic and social role. Knows the connections between resources, factors and phenomena, the rules and principles of utilizing resources. Deeply knows the human resource management related scientific results, research methods, specifications of the HR field.



### Capabilities:

The student is able to participate in tasks of corporate resource management, utilize professional knowledge as expected, carry out planning, development and support activities in relationship with the objectives of the organization in the fields of recruitment, selection and motivation of human resource management. Able to understand the nature of organizational processes, internal and external connections, relationship with human resource management. Defines new private consequences, original thoughts and solutions, able to apply the demanding HRM analysis and modelling systems, to deliver HR strategies so as to solve complex human resource management problems, make decisions on internal and international level, and in diverse organizational cultures. Able to identify and methodologically recognize human resource related problems in organizations.

### Attitudes:

Aims to develop knowledge and labour relationship, also urges, helps and supports colleagues to do that. A main personal feature is the critical way of thinking and ambition to analyze at understanding HR processes. A main specification is the value based approach, in the center of which lies the job, as constituting and creative activity. Devoted to the quality work.

### Autonomy, responsibility:

The student will take responsibility for the private work, the managed organization, employees. Privately identify, plan and organize its private and subordinates' technical and general development, also takes and bear responsibility for that. Bears the need for constant development, deliberately seeks organizational and individual learning forms, as a result of internal motivation continuously utilizes the possibility of non-formal learning, and as a result, the technical interest is deepened. So as to perform a successful job, the student will initiate the establishment of new organizational units and also responsibly participates in their operation.

### Course content, topics:

The factors influencing human resource management; The components of the market value of the corporate, inside the elements of intellectual capital, internal and international trends; Planning of human resource management system, labour planning; Job position analysis, the definition of the expectation profile of the position; Competence models, competence profile, the reassessment of the competences; The factors determining labour supply, the realization of human resource flow, new trends, ways; Entering new colleague, job socialization; Career planning in organizations, human resource decrease; Compensation – motivation – remuneration; Performance management in organizations; Strategic pressures and options in the development of human resource.

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## COURSE DESCRIPTIONS

Planned educational activities, learning methods

Knowledge transferring interactive lecture. Participation at the events are expected as included in Terms of Education and Examination of the Faculty.

Assessment

Colloquium (written test)

Compulsory readings:

Armstrong, m. (2017): „Armstrong’s handbook of human resource management practice” Kogan Page Publishers, London and Philadelphia, 14th edition 738.p.

John Purcell, Peter Boxall (2015): Strategy and human resource management (4th edition). Macmillan international higher education

Dessler, g. (2013): „Human resource management” Pearson Education, Prentice Hall, 692.p.

+ lecture presentations

Recommended readings:

Senyucel, z. (2009): managing the human resource in the 21st century, zurlu senyucel & ventus publishing aps, 77.p. [Http://bookboon.com](http://bookboon.com)

**Course title: Rural and Environmental Policy**

Neptun code: GT\_MVINE012-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+1 Requirement: Exam Credit: 4

Responsible instructor: Dr. Károly Pető

Instructor: Dr. Péter Horváth

Course goals:

The main goals of this course are to acquaint students with the development of the system of rural and environmental policy, the regulations of certain environmental policy areas, the presentation of the legal background, as well as the realization of situational exploratory exercises.

Course and exam requirements:

During the semester prepare and protect a case study (in the form of presentations), which are also the conditions of the signature.

Assessment and grading:

Recommended mark on the basis of the two interim written examination

Compulsory readings:

ppt. materials of the lectures

Vig, N. J. – Kraft, M. E. (2015): Environmental Policy: New Directions for the Twenty-First Century, SAGE, p 448.

Haigh N. (2015): EU Environmental Policy: Its journey to centre stage, Routledge, p 234.

Recommended readings:

Jordan A. – Adelle C. (2012): Environmental Policy in the EU: Actors, institutions and processes, Routledge, p 424.

Other:

Seminar every two weeks in two hours.

### Syllabus

| Week, date | Topic (lecture)   | Topic (seminar)                                  |
|------------|---|--|
| 1.         | Introduction, requirements  |  |
| 2.         | Basics of environmental protection I. (basic concepts, global and local environmental problems) | Introduction, requirements                       |
| 3.         | Basics of environmental protection II. (Water pollution, soil pollution)                        |  |
| 4.         | Basics of environmental protection III. (Waste management, noise pollution)                     | Discussing the parts and topics of presentations |
| 5.         | The development, tools and regulation of environmental policy                                   |  |
| 6.         | Institutional system of EU environmental policy   | Presentation of students                         |
| 7.         | Written examination   |  |
| 8.         | The European Union's environmental action programs  | Presentation of students                         |
| 9.         | China's environmental policy  |  |
| 10.        | Sustainable development   | Presentation of students                         |
| 11.        | The European Union's Sustainable Development Strategy   |  |
| 12.        | Rural policy (global outlook)   | Presentation of students                         |

|     |                                    |  |
|-----|------------------------------------|--|
| 13. | Rural policy in the European Union |  |
| 14. | Written examination                | Assessment, grading, conclusions, closing the semester |

Course title: **Rural Economy**

Neptun code: GT\_MVINE014-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+1 Requirement: Exam Credit: 3

Responsible instructor: Dr. Károly Pető

Instructor: Dr. Bernadett Szabó

Course goals:

The aim of the subject is to get the students acquainted with the situations, characteristics, resources and development of rural areas and rural economy, and their possibilities for diversification.

There will be three lectures held in a week till the 9th week of the semester, then three seminars per week till the 13th week.

Course and exam requirements:

The condition of the signature is to write two essays and give two presentations:

(1) Revealing the resources of a rural settlement in a certain country, and analyzing development opportunities in the form of an essay till the 10th week of the semester and giving a ppt presentation on the major results.

(2) Examining the sustainability of an eco-village in form of an essay till the 12th week of the semester and giving a ppt presentation on the major results.

It is compulsory to take part in the seminars.

Assessment and grading:

Recommended mark on the basis of the essays and the presentations, otherwise written exam. Only students can get valid mark who complete the essays and give presentations in the seminars.

Compulsory readings:

- ppt materials of the lectures

- 2014-2020 Rural Development Programme:

<https://www.agriculture.gov.ie/media/migration/press/pressreleases/2014/DraftConsultation%20DocRDP14%20Jan.pdf>

[http://ec.europa.eu/agriculture/sites/agriculture/files/rural-development-2014-2020/country-files/hu/factsheet-hungary\\_en.pdf](http://ec.europa.eu/agriculture/sites/agriculture/files/rural-development-2014-2020/country-files/hu/factsheet-hungary_en.pdf)

- OECD Regional Typology:

[https://www.oecd.org/cfe/regional-policy/OECD\\_regional\\_typology\\_Nov2012.pdf](https://www.oecd.org/cfe/regional-policy/OECD_regional_typology_Nov2012.pdf)

- European Charter for Rural Areas:  
<https://assembly.coe.int/nw/xml/XRef/X2H-Xref-ViewHTML.asp?FileID=7441&lang=en>
- The Cork Declaration, 1996:  
[http://www.terport.hu/webfm\\_send/545](http://www.terport.hu/webfm_send/545)
- Cork Declaration 2.0, 2016:  
[http://ec.europa.eu/agriculture/sites/agriculture/files/events/2016/rural-development/cork-declaration-2-0\\_en.pdf](http://ec.europa.eu/agriculture/sites/agriculture/files/events/2016/rural-development/cork-declaration-2-0_en.pdf)

Recommended readings:

- New Hungary Rural Development Programme:  
<http://enrd.ec.europa.eu/enrd-static/fms/pdf/BA7A2748-FBA5-23D9-8FC1-A61716C5AD57.pdf>
- Agricultural Policy Reform and the Rural Economy in OECD Countries, 1998, 316.p., ISBN: 9789264162532
- Understanding Rural America:  
<http://www.4uth.gov.ua/usa/english/society/rural/backgrnd/01intro/intro.htm>
- Rural America at a Glance, 2016:  
<https://www.ers.usda.gov/webdocs/publications/80894/eib-162.pdf?v=42684>
- USDA – Rural Economy, Rural Classification:  
<https://www.ers.usda.gov/topics/rural-economy-population/rural-classifications/>

## Syllabus

| Week,<br>date | Topic  | Lecture/Seminar/Readings,<br>assignments |
|---------------|--|--|
| 1.            | Introduction, requirements   | Lecture                                  |
| 2.            | What is rural?<br>Basics of rural development<br>Characteristics of rural<br>economy | Lecture                                  |
| 3.            | Resources in rural economy   | Lecture                                  |
| 4.            | Spatial processes influencing<br>the situation of rural areas                        | Lecture                                  |
| 5.            | Development and performance<br>of rural areas  | Lecture                                  |

|     |   |         |
|-----|---|---------|
| 6.  | The role of agriculture in rural economy                                | Lecture |
| 7.  | Programs in rural development<br>Rural Development Program<br>2014-2020 | Lecture |
| 8.  | Diversification of rural economy: rural tourism                         | Lecture |
| 9.  | Sustainability of rural economy in case of eco-villages                 | Lecture |
| 10. | Analyzing resources of rural settlements – Case studies I.              | Seminar |
| 11. | Analyzing resources of rural settlements – Case studies II.             | Seminar |
| 12. | Analyzing sustainability of eco-villages – Case studies I.              | Seminar |
| 13. | Analyzing sustainability of eco-villages – Case studies II.             | Seminar |
| 14. | Assessment, grading, conclusions, closing the semester                  | Lecture |

Course title: **Commerce and Logistics**

Neptun code: GT\_MVINE024-17

Institute: Institute of Applied Informatics and Logistics

Classes per week: 2+1 Requirement: Exam Credit: 3

Responsible instructor: Dr. János Felföldi

Instructor: Dr. Noémi Ványi

Course goals:

Students have to get acquainted with the theoretical and practical parts of logistics and those application possibilities. In addition, our aim is to introduce the basis of modern logistics from real processes that is, the systems of goods flows till the approach of supply chain.

Competences:

Knowledge: Knowledge and proper use of basic concepts, terms, and definitions. Knowledge and recognition of process-specific processes. They will be aware of the methods of collecting, analyzing, performing tasks and problem solving necessary for the realization of commercial and logistic

tasks. This is related to the state of application of the current digital devices and the knowledge of their main features.

**Skills:** By using their theoretical, conceptual and methodological knowledge, they will be able to collect and manage the facts and data necessary for performing their tasks. They will be able to think in vertical systems, to map their connections and build on each other. At the same time, they can break down and describe parts of a complex business system and identify key players and factors. They will be able to recognize potential or necessary development points based on the possibilities of digitalization.

**Attitude:** The student goes through a development of attitudes that develop a positive attitude towards the integrated approach and appearance of logistics as a specialty and trade.

**Autonomy and Responsibility:** The subject develops the student's logical ability, the ability to interpret the relationship, which develops the autonomous responsibility. Students will be able to evaluate their professional environment and tasks autonomously. Students will understand the need for responsibility for her work and decisions. At the same time, they can perform their jobs independently, and prepare their reports and small presentations independently.

**Course content, topics:**

Relationship between trade, supply chain and logistics; The role and operation of retail trade; Procurement, operation, and distribution; Technological trends in the supply chain; Risk management; Collaboration and relationships in B2B systems; Regulation, security and quality; Challenges in international supply chains.

**Learning methods:**

Courses have to be attended as it is in the regulations. Additional requirements are those that must be met by each student within the semester and are specified and communicated by the course master. These requirements are definitely related to the topics discussed in the course. Presentation is a frontal mode of teaching, using PowerPoint and materials and articles that are currently discussing a topic. In the exercises, case studies, real examples are learned, and jointly processed.

**Assessment**

Oral examination that may result in from 1 to 5 which grade will be calculated as a combined one with those results coming from the performances over the semester.

**Compulsory readings:**

Dani, S. (2015): Food supply chain management and logistics. pp 260, KoganPage, ISBN: 9780 7494 7364 8

**Recommended readings:**

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## COURSE DESCRIPTIONS

Deloitte (2013): The food value chain: a challenge for the next century. Deloitte Touche Tohmatsu, London.

Gratl, C. et al. (2012): Growing business with small-holders: a guide to inclusive agribusiness. German Federal Ministry For Economic Cooperation and Development, Bonn, Germany.

### Syllabus

| <b>Week, date</b> | <b>Topic</b>  | <b>LO</b>  |
|-------------------|---|--|
| week 1            | Introduction to commerce and trade                    | lecture: Introduction to commerce and trade and their environment<br>seminar: case examples for commerce and trade       |
| week 2            | Introduction to supply chain and logistics management | lecture: Introduction to supply chain and logistics management<br>seminar: case examples for supply chains and logistics |
| week 3            | Logistics   | lecture: logistics systems<br>seminar: case examples for logistics systems   |
| week 4            | Retailing   | lecture: basics of retailing<br>seminar: case examples for retailing   |
| week 5            | Production and Manufacturing                          | lecture: Food manufacturing and internal supply chains<br>seminar: case examples   |
| week 6            | Sourcing and procurement                              | lecture: sourcing and purchasing models<br>seminar: case examples  |
| week 7            | Technology trends in supply chains                    | lecture: Technology trends in the food supply chains<br>seminar: case examples   |



|         |   |  |
|---------|---|--|
| week 8  | Risk management                           | lecture: managing risks in the supply chain<br>seminar: case examples                      |
| week 9  | Regulation, safety and quality            | lecture: Food regulation, safety and quality seminar: case examples                        |
| week 10 | Collaboration and relationship            | lecture: models and trends in the food sector<br>seminar: case examples                    |
| week 11 | Security and future challenges            | lecture: Food security and future challenges<br>seminar: case examples                     |
| week 12 | Challenges in international supply chains | lecture: managing challenges in international food supply chains<br>seminar: case examples |
| week 13 | Supply chain and logistics performance    | lecture: Food supply chain and logistics performance<br>seminar: case examples             |
| week 14 | Sustainability in supply chains           | lecture: sustainability challenges in food supply chains<br>seminar: case examples         |

Course title: **Rural Security**

Neptun code: GT\_MVINE027-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+0 Requirement: Exam Credit: 2

Responsible instructor: Dr.Péter Horváth

Course goals:

The main goal of this course is to get students to know the risks to the settlements, the possible human and natural factors that threaten the countryside and the agricultural activities, the use of possible crime prevention procedures, cooperation opportunities.

Course and exam requirements:

During the semester have to write two interim writing examination and both of them have to be successful (60%)

Assessment and grading:

According to the two interim exam

Compulsory readings:

ppt. materials of the lectures

Hornyacsek, J. (2011): "For Our Security" Educational and Consulting Scientific Association Budapest, 195. ISBN: 978-963-08-2606-8

Recommended readings:

Ürmösi, K. (2013): The concept of safety and security. Military Science Review. Vol. 6. No. 4. 147-156. P., ISSN: 2060-0437

Szász, J. (2000): Types of disasters, in: Editor: Dr. Hornyacsek Júlia: Book of Teachers, BM OKF, Budapest.

### Syllabus

| Week, date | Topic   |
|------------|---|
| 1.         | Introduction, requirements  |
| 2.         | Interpretation of security  |
| 3.         | Security environments and security challenges in a given country                                      |
| 4.         | Water, soil, air, food safety   |
| 5.         | Disaster risk   |
| 6.         | Rules for civil protection classification of settlements  |
| 7.         | Writing examination   |
| 8.         | Dangers to virtual world users  |
| 9.         | Personal and property protection activities   |
| 10.        | Leadership planning, organizing and managing tasks in the protection of a specific object or facility |
| 11.        | The forces, devices and methods used to ensure its safety   |
| 12.        | Challenges and answers in the civil sector  |
| 13.        | Risk analysis and FPF   |
| 14.        | Writing examination   |

Course title: **Accounting for Managers**

Neptun code: GT\_MVINE011-17

Department: Institute of Accounting and Finance

Number of lessons: 1+1 Requirement: Seminar grade Credit: 3

Responsible instructor: Dr. Ildikó Orbán Mrs. Tamás Dékán

Instructor: Alexandra Szekeres

Course goals:

The main purpose of this subject is to provide insights into the impact of financial accounting in an international environment.

Competences:

Knowledge:

The subject will provide students with an international perspective on financial accounting including theory, practice, and its applications under International Financial Reporting Standards (IFRS).

Capabilities:

Students will be able to understand the information presented in financial statements prepared under International Financial Reporting Standards (IFRS). Nevertheless, students will become capable of accounting for several business transactions and preparing different financial statements or extracts.

Attitudes:

Students will accept the importance and necessity of financial reporting and accounting under IFRS.

Autonomy, responsibility:

Students will become responsible for improving their knowledge in financial and corporate reporting.

Course content, topics:

The course will provide students with an international perspective on financial accounting including theory, practice, and its applications under International Financial Reporting Standards (IFRS). Primary areas of study include definition and principles of accounting and double entry bookkeeping, recognition and measurement of assets, liabilities, and equity, the impact of economic transactions on different financial statements, the definition and recognition of revenue and income and the process of preparation of different financial statements. Nevertheless, students will be introduced into several financial reporting issues under IFRS.

Learning methods:

Explaining the provisions of International Financial Reporting Standards (IFRS) through illustrative examples.

Assessment

Signature: More than 3 missed seminars are not allowed.

Written exam with theoretical and practical examples, tests, essays (50% - 2, 62,5% - 3, 75% - 4, 87,5% - 5)

Compulsory readings:

David Alexander and Christopher Nobes: Financial Accounting: An International Introduction, Prentice Hall, 2016, 6th Edition, chapters 1, 2, 3, 6, 8, 9, Appendix A

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## COURSE DESCRIPTIONS

Conceptual Framework for Financial Reporting 2010 (the IFRS Framework) approved by the IASB, the Framework is available at <http://www.ifrs.org/News/Press-Releases/Documents/ConceptualFW2010vb.pdf>

Related International Accounting Standards/International Financial Reporting Standards: IAS 1, IAS 7, IAS 8, IAS 10, IAS 16, IAS 33, IAS 38, IAS 40, IFRS 5, IFRS 8

the standards are available at <http://www.ifrs.org/IFRSs/Pages/IFRS.aspx> (free registration required)

Study materials, illustrative examples, solutions provided by the instructor in the classes (They will be uploaded to the Moodle system)

Recommended readings:

Barry J. Epstein and Eva K. Jermakowicz: Wiley IFRS: Interpretation and Application of International Accounting and Financial Reporting Standards 2010, Wiley, 2010

Thomas R. Ittelson: Financial Statements: A Step-by-Step Guide to Understanding and Creating Financial Reports, Career Press, 2010

### Syllabus

| Week | Topics   |
|------|--|
| 1.   | Introduction. The context of accounting, basic requirements.<br>The purposes and users of accounting<br>LO: Students will be able to understand the fundamentals of financial accounting |
| 2.   | Fundamentals of financial accounting<br>LO: Students will be able to understand the fundamentals of financial accounting   |
| 3.   | Basic financial statements, statement of financial position, statement of profit or loss<br>LO: Students will be able to understand the basic financial statements                       |
| 4.   | Basic financial statements, statement of financial position, statement of profit or loss<br>LO: Students will be able to understand the basic financial statements                       |

|     |  |
|-----|--|
| 5.  | <p>Introduction to International Accounting Standards/International Financial Reporting Standards, the IASB's Conceptual Framework</p> <p>LO: Students will be able to understand the structure and governance of the IFRS Foundation</p>                          |
| 6.  | <p>The double-entry bookkeeping system, composition of financial statements</p> <p>LO: Students will be able to understand the the double-entry bookkeeping system</p>   |
| 7.  | <p>The contents of financial statements, statement of financial position</p> <p>LO: Students will be able to understand the the contents of financial statements under IFRS</p>  |
| 8.  | <p>The contents of financial statements, statement of total comprehensive income (TCI), profit or loss statement, P/L and other comprehensive income (OCI).</p> <p>LO: Students will be able to understand the the contents of financial statements under IFRS</p> |
| 9.  | <p>The contents of financial statements, statement of changes in equity</p> <p>LO: Students will be able to understand the the contents of financial statements under IFRS</p>   |
| 10. | <p>The contents of financial statements, statements of cash-flows</p> <p>LO: Students will be able to understand the the contents of financial statements under IFRS</p>   |
| 11. | <p>The contents of financial statements, Notes</p> <p>LO: Students will be able to understand the the contents of financial statements under IFRS</p>  |
| 12. | <p>Financial reporting issues, recognition of assets and liabilities, revenues/expenses.</p> <p>LO: Students will be able to understand the recognition of assets, liabilities and revenues/expenses under IFRS</p>  |
| 13. | <p>Measurement subsequent to initial recognition under IFRS</p> <p>LO: Students will be able to understand the depreciation of cost of assets</p>  |
| 14. | <p>Depreciation of cost of assets</p> <p>LO: Students will be able to understand the depreciation of cost of assets</p>  |

Course title: **Integrated Regional Development**

Neptun code: GT\_MVINE013-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Dr. Bernadett Szabó

Course goals:

The goals of the subject are to get the students acquainted with the system of regional development, its history in the European Union, programs in regional development, methods of regional planning and practices for measuring regional (natural, social, economic) conditions.

Course and exam requirements:

The condition of the signature is to write an essay on quantifying the performance of a region till the 10th week of the semester and give a ppt presentation on the major results.

Assessment and grading:

Recommended mark on the basis of the essay and the presentation, otherwise written exam. Only students can get valid grade who complete the essay and give a presentation. It is compulsory to take part in the last five lectures.

Compulsory readings:

ppt materials of the lectures

Baranyi, B. (2013): Integrated Regional Development. Theoretical Textbook, Debrecen.

[http://www.tankonyvtar.hu/hu/tartalom/tamop412A/2011-](http://www.tankonyvtar.hu/hu/tartalom/tamop412A/2011-0029_de_integrated_regional_development_theoretical/index.html)

[0029\\_de\\_integrated\\_regional\\_development\\_theoretical/index.html](http://www.tankonyvtar.hu/hu/tartalom/tamop412A/2011-0029_de_integrated_regional_development_theoretical/index.html)

Europe 2020 – A European Strategy for smart, sustainable and inclusive growth

[http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf](http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf)

Recommended readings:

•Regional Development Policy

<http://www.oecd.org/cfe/regional-policy/regionaldevelopment.htm>

## Syllabus

| Week, date | Topic  |
|------------|--|
| 1.         | Introduction, requirements   |
| 2.         | The regional policy of the European Union                                  |
| 3.         | Concepts of regional development   |
| 4.         | History of regional development  |
| 5.         | Regions in Europe and in Hungary   |
| 6.         | Quantifying the performance of territories                                 |
| 7.         | Europe 2020 strategy<br>Priorities in subsidies in the period of 2014-2020 |
| 8.         | The legal background and institutions of regional development              |
| 9.         | Programs in regional development<br>Methods for regional planning          |
| 10.        | Quantifying the performance of regions – Case studies I.                   |
| 11.        | Quantifying the performance of regions – Case studies II.                  |
| 12.        | Quantifying the performance of regions – Case studies III.                 |
| 13.        | Quantifying the performance of regions – Case studies IV.                  |
| 14.        | Assessment, grading, conclusions, closing the semester                     |

Course title: **Rural Sociology**

Neptun code: GT\_MVINE004-17

Institute: Institute of Management and Organization Sciences

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Dr. György Norbert Szabados

Course goals:

Students of the course will be familiar with the sociologic approach of rural areas, terms, categories. In the framework of the course, major topics, historic events, issues of related social groups, works of most influential scholars and research issues will be covered so as to prepare students to hold presentations and carry out even private examinations in the field.

Course content, topics:

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## COURSE DESCRIPTIONS

Introduction to sociology. The approach of rural studies and rural sociology. History of rural sociology. Topics of rural sociology. Researches in the field of rural sociology.

Learning methods:

In the framework of the course lectures are held.

Assessment

Students will be awaited to prepare essays on a selected rural sociology topic. Its presentation, together with its defence will be also expected. Based on the overall performance a final grade will be offered in the study semester. Those students, who will not meet these requirements will pass exams in the examination semester

Compulsory readings:-

Recommended readings:

Hillyard, S. (2007): The sociology of rural life. Berg, Oxford, New York.

Jayapalan, N. (2002): Rural sociology. Atlantic Publishers and Distributors, Delhi.

Giddens, A. (2006): Sociology. Polity Press, Cambridge.

### Syllabus

| Week | Topics  |
|------|---|
| 1.   | Introduction to sociology<br>LO: Learning most important contents of the presentation.                      |
| 2.   | Introduction to rural sociology<br>LO: Learning most important contents of the presentation.                |
| 3.   | The concepts of rural sociology I.<br>LO: Learning most important contents of the presentation.             |
| 4.   | The concepts of rural sociology II.<br>LO: Learning most important contents of the presentation.            |
| 5.   | The history of rural sociology I.<br>LO: Learning most important contents of the presentation.              |
| 6.   | The history of rural sociology II.<br>LO: Learning most important contents of the presentation.             |
| 7.   | Researches in the field of rural sociology I.<br>LO: Learning most important contents of the presentation.  |
| 8.   | Researches in the field of rural sociology II.<br>LO: Learning most important contents of the presentation. |



|     |  |
|-----|--|
| 9.  | Settlement categories and approaches.<br>LO: Learning most important contents of the presentation. |
| 10. | Rural stratification, rural poverty.<br>LO: Learning most important contents of the presentation.  |
| 11. | Student presentation and discussion I.<br>LO:  |
| 12. | Student presentation and discussion II.<br>LO:   |
| 13. | Student presentation and discussion III.<br>LO:  |
| 14. | Student presentation and discussion IV.<br>LO:   |

Course title: **Agricultural Economics and Agricultural Policy**

Neptun code: GT\_MVINE005-17

Institute: Institute of Sectoral Economics and Methodology

Classes per week: 2+1 Requirement: Exam Credit: 4

Responsible instructor: Dr. Mónika Harangi-Rákos

Course goals:

The aim of the course for students is to learn and understand the role of agricultural policy in economic policies. Obtain information on the contexts of international agro-policies, recognize the place of agricultural policy and its established institutional system. Get to know the actors on the product line and the world market outlook for the most important products.

Course and exam requirements. Active participation. Students, working in groups, get different literatures linked to the examined topics, from which they have to prepare presentations along the practices..

Assessment and grading:

Final mark is based on their work along the semester and the final oral exam (30%+70%)

Marks: 90% or above – 5  
80% - 89% – 4  
70% - 79% – 3  
60% - 69% – 2  
59% or below – 1

Compulsory readings:

Agricultural economics II.

ActionAid and Azione Aiuto (2012): Foodrights. The WTO Agreement on Agriculture. [www.actionaid.org](http://www.actionaid.org)

- WTO (2010): WTO E-Learning. Agriculture in the WTO. World Trade Organization. p. 286. Braun, von J. and Meinzen-Dick, R. (2009): "Land Grabbing by Foreign Investors in Developing Countries: Risks and Opportunities". Policy Brief 13. Washington: International Food Policy Research Institute.
- Chakravorty, U. et al. (2009): Fuel versus food. Annual Review of Resource Economics, 1(1):645-663.
- European Commission (2010): Report from the commission to the council and the European parliament on sustainability requirements for the use of solid and gaseous biomass sources in electricity, heating and cooling. SEC (2010) 65. Brussels: European Commission.
- FAO (2009): Proceedings of the expert meeting on how to feed the world in 2050. High-Level Expert Forum on „How to feed the world in 2050”, FAO, Rome, 12-13 October 2009. <http://www.fao.org/wsfs/forum2050/wsfs-background-documents/wsfs-expert-papers/en/>
- FAO (2011a): Looking ahead in world food and agriculture: perspectives to 2050. Edited by Piero Conforti. Agricultural Development Economics Division Economic and Social Development Department. Food and Agriculture Organization of the United Nations, 2011, Paris Pages 539 (ISBN 978-92-5-106903-5) <http://www.fao.org/docrep/014/i2280e/i2280e.pdf>
- FAO (2011b): World Livestock 2011 – Livestock in food security. Rome: FAO.
- FAO (2011c): The State of the World's Land and Water Resources for Food and Agriculture. Summary report. Rome: FAO. [http://www.fao.org/nr/water/docs/Solaw\\_ex\\_summ\\_web\\_en.pdf](http://www.fao.org/nr/water/docs/Solaw_ex_summ_web_en.pdf)
- Gustavsson, J. et al. (2011): Global food losses and food wastes – extent, causes and prevention. Rome: FAO [http://www.fao.org/fileadmin/user\\_upload/ags/publications/GFL\\_web.pdf](http://www.fao.org/fileadmin/user_upload/ags/publications/GFL_web.pdf)
- Hoekstra, A.Y. et al. (2010): The water footprint of bio-energy. In: Climate Change and Water: International Perspectives on Mitigation and Adaptation. Howe, C.J., Smith, B. and Henderson, J. (eds.). London: American Water Works Association, IWA Publishing. pp. 81-95.
- IWMI (2007): Water for Food, Water for Life: A Comprehensive Assessment of Water Management in Agriculture. London: Earthscan; Colombo: International Water Management Institute.
- Krugman, P. (2009): "Is a New Architecture Required for Financing Food and Environmental Security?" Summary of the speech made during the

launching event of the Second Forum for the Future of Agriculture. Brussels.  
<http://www.elo.org>

Recommended readings:

FAO (1996): World Food Summit. 13-17 November 1996. Food and Agriculture Organization of the United Nations. Rome, 1996.  
<http://www.fao.org/docrep/003/w3548e/w3548e00.htm>

FAO (2011a): The State of Food Insecurity in the World. How does international price volatility affect domestic economies and food security? Food and Agriculture Organization of the United Nations. Rome, 2011. p. 50.

FAO (2011b): Safeguarding food security in volatile global markets. Edited by Adam Prakash. Food and Agriculture Organization of the United Nations, Rome, 2011. p. 594.

FAO (2012a): Towards the future we want. End hunger and make the transition to sustainable agricultural and food systems. Food and Agriculture Organization of the United Nations. Rome, 2012. p. 28.

FAO (2012b): Crop Prospects and Food Situation. Food and Agriculture Organization of the United Nations. No.1. March 2012.  
<http://www.fao.org/giews/english/cpfs/index.htm>

Konandreas, P. (2012): World market volatility challenges facing poor net food-importing countries and possible trade policy responses, Seminar on Securing food in uncertain markets: Challenges for poor, net food-importing countries, Geneva, 23 March 2012, organized jointly by the FAO Liaison Office in Geneva and the International Centre for Trade and Sustainable Development (ICTSD). <http://ictsd.org/i/events/dialogues>

## Syllabus

| Week, date           | Topic  |
|----------------------|--|
| 1 <sup>st</sup> week | Introduction   |
| 2 <sup>nd</sup> week | Market measures  |
| 3 <sup>rd</sup> week | Common market organisations                              |
| 4 <sup>th</sup> week | Direct payments  |
| 5 <sup>th</sup> week | Rural development  |
| 6 <sup>th</sup> week | Products – “5F”  |
| 7 <sup>th</sup> week | GMO industry   |
| 8 <sup>th</sup> week | Organisation linked to agricultural policy, WTO          |
| 9 <sup>th</sup> week | Standards (public and private standards, food standards) |

|                       |  |
|-----------------------|--|
| 10 <sup>th</sup> week | Agri-environment (Resources – water, soil, biodiversity)                             |
| 11 <sup>th</sup> week | Balancing between policies (agricultural, environmental, structural/regional, rural) |
| 12 <sup>th</sup> week | Public goods and amenity   |
| 13 <sup>th</sup> week | Globalisation – localisation   |
| 14 <sup>th</sup> week | Future – new challenges  |

Course title: **Integrated Settlement Development**

Neptun code: GT\_MVINE025-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Prof. Dr. Attila Bai

Course goals:

To introduce the students: (1) the background information of successfully performance the tasks of settlement development, (2) the subdivisions of settlement development (3) the special methods of economic evaluation and to prepare the students to the use of these calculations in practice

Course and exam requirements:

The students shall write a test in the last week of the semester. The prerequisite of the signature of the course is that the score of this test will reach, or exceed 25% of the maximum score. Another prerequisite of the signature is the submission and the oral presentation of an own-made complex settlement development concept extended with an investment analysis, with the pre-given content till the deadline (later fixed via email). The head of the course is going to refuse to sign the course if each of the three above-mentioned requirements is unsuccessful (e.g. in case of absence from the oral presentation, or overrun of deadline of submission).

Assessment and grading:

The grade of the test with minimum 25% performance, of the paper and of the oral presentation results a proposed (average) grade, which can be corrected based on the Regulation of Studies during the exam period. To reach minimum “sufficient (2)” grade from each of the above-mentioned three partial grade (test, paper, presentation) is indispensable for successful result of the semester.

Assessment of performance (grades):

- 0-24% refusing of signature (in case of the written test in the last week)
- 25-49% insufficient/fail (1)
- 50-59% sufficient/satisfactory (2)
- 60-69% intermediate (3)
- 70-84% good (4)
- 85-100% excellent (5)

Compulsory readings:

• Slides of the lectures

• Richard A. Brealey, Stewart C. Myers, Alan J. Marcus: Fundamentals of Corporate Finance Third Edition UNIVERSITY OF PHOENIX. ISBN 0-07-553109-7. McGraw-Hill Primis Custom Publishing (pp. 33-109, 163-201, 339-407, 435-485)

Recommended readings:

D Devuyt: Human Settlement Development Information and Knowledge. <https://www.eolss.net/Sample-Chapters/C13/E1-46A-05-09.pdf>

• A. Bai, E. Durkó, K. Tar, J. B. Tóth, I. Lázár, L. Kapocska, A. Kircsi, B. Bartók, R. Vass, J. Péntzes, T. Tóth: Social and economic possibilities for the energy utilization of fitomass in the valley of the river Hernád Renewable Energy, Volume 85, doi:10.1016/j.renene.2015.06.069 IF (2015): 3,404, ISSN: 0960-1481, January 2016, Pages 777–789

## Syllabus

| Week,<br>date | Topic   |
|---------------|---|
| 1             | Registration week   |
| 2             | Introduction of requirements<br>Principles of settlement development I. |
| 3             | Principles of settlement development II.                                |
| 4             | Investment analysis I.  |
| 5             | Investment analysis II.,  |
| 6             | Introduction of the paper submitted                                     |
| 7             | Development of settlements, consultation                                |
| 8             | Structure of settlements, consultation                                  |
| 9             | Sustainable cities, consultation  |
| 10            | Transport policy of settlements, consultation                           |
| 11            | Participants of settlement development, Legal framework, consultation   |

|    |                                |
|----|--------------------------------|
| 12 | Library use week, consultation |
| 13 | Oral presentation of the paper |
| 14 | Oral presentation of the paper |
| 15 | Written test                   |

Course title: **Project Management**

Neptun code: GT\_MVINE003-17

Institute: Institute of Applied Economics Sciences

Classes per week: 0+2 Requirement: Exam Credit: 3

Responsible instructor: Dr. István Szűcs

Course goals:

The main aim of the course is to give an insight into the most widely accepted techniques and theoretical considerations of general project management. Discussion and practical problem solving involves all the main functions of project management from the project definition to the project network techniques.

Course content, topics:

Theoretical and practical knowledge about project management basic definitions, functions (definition, planning, procurement, quality management, time and cost control, project examination) and techniques (problem and objective trees, Gantt charts, network diagrams, line of balance, time and cost control calculations).

Learning methods:

Lectures are responsible for transferring theoretical knowledge and basic concepts. Seminars are there to interactively discuss these topics as well as to solve problems related to them in teams or individually (case studies, specific methods or techniques etc.). The emphasis of the seminars is on the quantitative project planning techniques.

Assessment

Students prepare a project management plan in teams and they handle it in written form (60 points) and create a presentation in a selected topic along the semester (40 points).

All together 100 points can be reached.

above 90 points – 5

80-89 points - 4

70-79 points – 3

60-69 point – 2

under 59 points – 1

Readings:

Eric Verzuh (2005): The fast forward MBA in Project Management. John Wiley & Sons, Inc., Hoboken, New Jersey  
 Jack R. Meredith – Samuel J. Mantel. Jr. (2009): Project management – A Managerial Approach Seventh edition, USA, John Wiley & Sons, Inc.  
 Patrick Lencioni (2002): The five dysfunctions of a team. Jossey-Bass  
 Nancy Kline (2015): More Time to Think. Cassell

### Syllabus

| Week | Topics  |
|------|---|
| 1.   | Lecture: Course introduction: basic concept and definitions of PM<br>Seminar: Introductory case studies.<br>LO*: The students will understand the PM function and its role within organizations.  |
| 2.   | Lecture: Projects and company organisational structure.<br>Seminar: Project organisation.<br>LO. The students will understand how the organisational context influences projects, as well as about the inner structure of projects and its relationship with the organization and the project features. |
| 3.   | Lecture: Defining and planning the project<br>Seminar: Planning exercises.<br>LO. Students gain knowledge about the theoretical background and the basic methods of project planning.   |
| 4.   | Lecture: Quality and reliability management in projects<br>Seminar: Managing procurement in projects.<br>LO: Students gain knowledge about the theoretical background and the basic methods of managing quality and procurement in projects.  |
| 5.   | Lecture: Controlling time<br>Seminar: Gantt chart exercises<br>LO: Students gain knowledge about the theoretical background and the basic methods of time control in PM.  |
| 6.   | Lecture: Risk management in projects<br>Seminar: Risk management exercises.<br>LO: Students gain knowledge about the theoretical background and the basic methods of risk management in projects.   |
| 7.   | Lecture: High performing project teams<br>Seminar: Exercise examining roles in the team   |

|     |   |
|-----|---|
|     | LO: Students gain knowledge about the theoretical background and the basic methods to find ideal team players and build ideal teams.                  |
| 8.  | Lecture: RACI, responsibility matrix<br>Seminar: Analysing task and resources   |
|     | LO: Students gain knowledge about the theoretical background and the techniques of the responsibility matrix  |
| 9.  | Lecture: Stakeholder analysis, and clear communication among stakeholders   |
|     | Seminar: Creating thinking environment  |
| 10. | Lecture: The Activity on Arrow and the Activity on Node diagram   |
|     | Seminar: Plotting the AoA & AoN diagrams.   |
|     | LO: Students gain knowledge about plotting the AoA & AoN network diagrams   |
| 11. | Lecture: Controlling costs  |
|     | Seminar: Cost control exercises   |
|     | LO: Students gain knowledge about the theoretical background and the basic methods of cost control.   |
| 12. | Lecture: Complex economic analysis of investment projects<br>Seminar: Exercise with indicators  |
|     | LO: Students gain knowledge about the theoretical background and the techniques for investment analysis.  |
| 13. | Lecture: Resource management in projects  |
|     | Seminar: Exercise with resource loading charts  |
|     | LO: Students gain knowledge about the theoretical background of resource management in projects and the techniques of resource analysis and planning. |
| 14. | Lecture: Pitching   |
|     | Seminar: Project presentation   |
|     | LO: Students gain own experience on pitching their projects   |

Course title: **Economics of Agricultural Markets**

Neptun code: GT\_MVINE007-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+1      Requirement: Exam      Credit: 4

Responsible instructor: Dr. Krisztián Kovács



#### Course goals:

The main goal of the course to give the basic theoretical introduction of the economics concepts and models of the agricultural markets. The specific aim of this course is to provide a step-by-step procedure for preparing an agricultural sectoral analyses and the tools and techniques necessary to complete it. The course goes beyond simply discussing what is required in the agricultural sectoral analyses; it explains why certain information is required, how it may be best presented.

#### Competences:

##### Knowledge:

Graduates will be able to collect and utilize data needed to prepare business plans of the company, make strategic and tactical decisions, apply modern planning and management methods, assess the situation and make proposals for the realization of business development goals.

They will have acquired the synthesized knowledge of the fundamental, comprehensive concepts, theories, corporate-level relationships of economic science, relevant economic functions and processes.

They will have acquired a thorough knowledge of cooperation in projects, teams or work organizations; of the rules and ethical norms of project management.

As part of business planning, they will be know and apply the toolkit and methodology of marketing, recognize its role in the company's operations and its relationship with other processes and functions of the organization

They will be familiar with the principles of corporate finance.

They will have acquired the theoretical basis and practice of the planning of real and financial processes related to business, the techniques of evaluation.

##### Capabilities:

Graduates will be able to plan and organize economic activities and projects. By applying principles and methods studied, they will explore, systematize and analyze facts and essential links; draw conclusions independently and make critical comments, prepare proposals for decision-making, bring decisions in a routine and also partly unknown environment.

They will be able to prepare financial and investment decisions, make and evaluate credit applications and financial plans. They will be able to get directions in the long and medium term decision making process of marketing and sales. They will be able to recognize and adapt to market changes.

##### Attitudes:

For delivering work to a high standard of quality, graduates will adopt a problem sensitive, proactive approach and they will be constructive, cooperative and initiative in projects or teamwork.

## COURSE DESCRIPTIONS

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They will be receptive to include new information, new professional know-how and methodology; open to undertaking new and independent tasks and responsibilities requiring cooperation. They will seek to develop their knowledge base and working relations through cooperation with others.

Autonomy, responsibility:

In a supervised professional work environment, they will be able to work and organize activities set out in their job description independently. They will take responsibility for their analyses, conclusions and decisions. They will be able to work independently (methodology and technique selection; organization, planning and managing of work; data collection, systematization, analysis and evaluation; general and professional development).

Course content, topics:

- Introduction of the course and background
- Overview of markets and marketing
- Structure of Agriculture Market Analyses
- Measuring the economic importance of agricultural and food marketing activities
- Index numbers
- Supply- demand and elasticity concepts
- Models of market behaviour / Alternative market structures
- Spatial characteristics of markets
- Local markets and international trade (model and policies)
- Storage decisions in the marketing of agricultural and food products
- Coping with risk in agriculture
- Future markets/Fundamentals of hedging
- Options markets and their uses

Learning methods:

The students prepare a market analyses in a team of 1-2 people. The main content and formal requirements of the market analyses are contained in the appendix to the course program, which is supplemented by the instructor's regulations. The essay can be submitted electronically by sending to the instructor's e-mail address. The preparing of the homework without proper content and form requirements and the failure to comply with the deadline will result in the rejection of the essay and the course signature.

Following the submission of the market analyses, the students will give an oral presentation and defend their work in 15 minutes.

The theoretical questions and practical (computational) tasks in the oral exam are formulated from the course topics as true-false questions, definition-type

questions, explaining questions as well as simpler or more complex computing tasks.

#### Assessment

The semester ends with a practical assignment. The calculation of the final grade is as follows:

The agricultural market analyse and defence: 30% (The success of the assignment for its professional quality, professionalism of the plan, as well as based on correct information)

Written examination: 70%

The semester will be considered successful if the student reach 50-50% in the written exam and the assignment (Arg. Market Analyses) as well. The final result will be evaluated according to the following schedule:

0–50% failed (1)

51–60% satisfactory (2)

61–74% average (3)

75–90% good (4)

91–100% excellent (5)

#### Compulsory readings:

–Ronald A. Schrimper: Economics Of Agricultural Markets, North Carolina State Universty 2001, Upper Saddle River, New Jersey 07458, Isbn 0-13-775776-X

–Helmberger, Peter G., Et Al. The Economics of Agricultural Prices. Prentice-Hall Inc., 1996.

#### Recommended Readings:

–Colman, David; Young, Trevor. Principles of Agricultural Economics: Markets and Prices In Less Developed Countries. Cambridge University Press, 1989.

–Kohls, Richard Louis, Et Al. Marketing of Agricultural Products. Macmillan Publishing Company, 1990.

–Jensen, Robert T. Information, Efficiency, And Welfare in Agricultural Markets. Agricultural Economics, 2010, 41.S1: 203-216.

–Hardaker, J. Brian (Ed.). Coping With Risk in Agriculture. Cabi, 2004.

–Moschini, Giancarlo; Hennessy, David A. Uncertainty, Risk Aversion, And Risk Management for Agricultural Producers. Handbook of Agricultural Economics, 2001, 1: 87-153.

## Syllabus

| Week | Topics                                      |
|------|---|
| 1.   | Introduction of the requirements; Elements; |

|     |  |
|-----|--|
|     | LO: Students know the basic concepts and elements of business planning.  |
| 2.  | Overview of markets and marketing;<br>LO: Students knows the various markets, their specifics and the basic relationships between them. They are familiar with the basic goals and objectives of the markets and marketing.  |
| 3.  | Structure of Agriculture Market Analyses;<br>LO: Students know the basic methodological and professional issues of market analyses   |
| 4.  | Measuring the economic importance of agricultural and food marketing activities;<br>LO: Students know the methodological and professional issues of different food market activities, the specialties of the agricultural markets, methods and detailed content of it.                               |
| 5.  | Sectorial analysis;<br>LO: Students are familiar with the main professional and methodological issues of sectoral analysis, they are able to collect secondary data, to present an industry and to make findings and conclusions about the situation of the proposed enterprise within the industry. |
| 6.  | Index numbers;<br>LO: Students know the technique of doing different index numbers like consumer's price index or producers price index. What is the difference between these index numbers and how we created it.   |
| 7.  | Supply- demand and elasticity concepts;<br>LO: Students know the professional issues to be addressed in the supply and demand concept and the different kind of elasticity concepts.   |
| 8.  | Models of market behavior / Alternative market structures;<br>LO: Students know the professional questions to be answered in alternative market structures like competitive market and monopoly. They know the differences between the two in the agricultural markets.                              |
| 9.  | Spatial characteristics of markets; Local markets and international trade (model and policies)<br>LO: Students are able to develop economical models related trade and policies. They know their properties as well.   |
| 10. | Storage decisions in the marketing of agricultural and food products;  |

|     |  |
|-----|--|
|     | LO: Students know the storage decision problem and what to count under these assumptions. How can you decide and what to consider in this situation in the agriculture.                                  |
| 11. | Future markets/Fundamentals of hedging, Options markets and their uses;<br>LO: Students know the methods and indicators used to analyze future and hedge markets in agriculture product.                 |
| 12. | Risk management; Coping with risk in agriculture<br>LO: Students know the forms and types of risks that can arise in the business and the general tools and methods that can be applied to control them. |
| 13. | Presentation of business plan – professional and structural content;<br>LO: Students know the professional and structural content of the presentation of a market analyses.                              |
| 14. | Student presentations;<br>LO: As a result of the presentation, students will be able to highlight and introduce the most important relationships and develop their presentation and debate skills.       |

### Content and form requirements of the business plan

The required structure and content requirements of the business plan:

Cover page;

Contents;

1. Identification data;
2. Executive summary;
3. General company description;
4. Sectorial analysis;
5. Products and services;
6. Operational plan;
7. Marketing plan;
8. Management and organization;
9. Capitalization and structure;
10. Financial plan;
11. Risk management;
12. Schedule of major milestones;

Annexes;

It is a requirement for each chapter to be elaborated in detail with the topic. Submission of a business plan with incomplete content (missing chapter) will result in the rejection of the essay and the course signature.

Formal requirements of the business plan:

–Min. 35 page;

–Font type: Times New Roman, font size: 12, single spacing, margin: 2.5 cm;

–For the editing of tables and figures and for other formal requirements, the formal requirements of the diploma work are guiding.

–The essay can be submitted electronically by sending to the instructor's e-mail address, which includes three files:

1) Business plan in a Word document (\*.doc);

2) An excel document containing figures and background calculations presented in the business plan (\*.xls);

3) Slides of the presentation (\*.ppt);

**Course title: Economics of Agriculture Sectors**

Neptun code: GT\_MVINE024-17

Institute: Institute of Applied Informatics and Logistics

Classes per week: 2+1 Requirement: Exam Credit: 3

Responsible instructor: Dr. János Felföldi

Instructor: Dr. Noémi Ványi

Course goals:

Our aim is to introduce the agricultural systems, those plant production parts and its economic role. In addition, the course involves the economic contexts of the main crop production sectors and its features. Moreover, the students have to be acquainted with the management part of agricultural enterprises and its influential factors. Finally, we will introduce the mechanism and the means of market regulation in connection of the sectors each by each.

Competences:

**Knowledge:** Knowledge and proper use of basic concepts, terms, and definitions. Knowledge and recognition of process-specific processes. They will be aware of the methods of collecting, analyzing, performing tasks and problem solving necessary for the realization of commercial and logistic tasks. This is related to the state of application of the current digital devices and the knowledge of their main features.

**Skills:** By using their theoretical, conceptual and methodological knowledge, they will be able to collect and manage the facts and data necessary for performing their tasks. They will be able to think in vertical systems, to map their connections and build on each other. At the same time, they can break down and describe parts of a complex business system and identify key

players and factors. They will be able to recognize potential or necessary development points based on the possibilities of digitalization.

Attitude: The student goes through a development of attitudes that develop a positive attitude towards the integrated approach and appearance of logistics as a specialty and trade.

Autonomy and Responsibility: The subject develops the student's logical ability, the ability to interpret the relationship, which develops the autonomous responsibility. Students will be able to evaluate their professional environment and tasks autonomously. Students will understand the need for responsibility for her work and decisions. At the same time, they can perform their jobs independently, and prepare their reports and small presentations independently.

Course content, topics:

Basics of enterprise and farm business. Sector analysis and activities connected, Importance of crop production in agriculture, Economic questions of production structure, Economic parts of mechanization and crop protection, Economic questions of nutrition management and irrigation, Economic parts of production of cereals, Economic questions of oily, leguminous plants and tobacco, Economic questions of corn production, Economic questions of sugar beet, Economic question of potato, EU's regulatory system regarding the main agricultural sectors.

Learning methods:

Presentation is a frontal mode of teaching, using PowerPoint and materials and articles that are currently discussing a topic. In the exercises, case studies, real examples are learned, and jointly processed.

Assessment

Oral examination that may result in from 1 to 5 which grade will be calculated as a combined one with those results coming from the performances over the semester.

Compulsory readings:

The PPT-s of the lectures and handouts on agri-food sectors

Recommended readings:

Statistics of FAO and EUROSTAT; Other agri-food data bases

## Syllabus

| <b>Week, date</b> | <b>Topic</b>         | <b>LO</b>                                 |
|-------------------|----------------------|---|
| Week 1            | Basics of enterprise | <b>lecture:</b> Entrepreneurial knowledge |

|         |   |  |
|---------|---|--|
|         |   | <b>seminar:</b> case examples for entrepreneurial knowledge  |
| Week 2  | Human resources management                                | <b>lecture:</b> Human resources management<br><b>seminar:</b> case examples for HRM  |
| Week 3  | Strategic management                                      | <b>lecture:</b> Strategic management<br><b>seminar:</b> case examples for strategic management   |
| Week 4  | Sector analysis and activities connected                  | <b>lecture:</b> Sector analysis and activities connected<br><b>seminar:</b> case examples for sector analysis and activities connected                                   |
| Week 5  | Importance of crop production in agriculture              | <b>lecture:</b> Importance of crop production in agriculture<br><b>seminar:</b> case examples for importance of crop production in agriculture                           |
| Week 6  | Economic questions of production structure                | <b>lecture:</b> Economic questions of production structure<br><b>seminar:</b> case examples for economic questions of crop enterprise structure                          |
| Week 7  | Economic parts of mechanization and crop protection       | <b>lecture:</b> Economic parts of mechanization and crop protection<br><b>seminar:</b> case examples for economic parts of mechanization and crop protection             |
| Week 8  | Economic questions of nutrition management and irrigation | <b>lecture:</b> Economic questions of nutrition management and irrigation<br><b>seminar:</b> case examples for economic questions of nutrition management and irrigation |
| Week 9  | Economic parts of production of cereals                   | <b>lecture:</b> Economic parts of production of cereals<br><b>seminar:</b> case examples for economic parts of production of cereals                                     |
| Week 10 | Economic questions of oily, leguminous plants and tobacco | <b>lecture:</b> Economic questions of oily, leguminous plants and tobacco  |



|         |  |  |
|---------|--|--|
|         |  | <b>seminar:</b> case examples for economic questions of oily, leguminous plants and tobacco  |
| Week 11 | Economic questions of corn production                          | <b>lecture:</b> Economic questions of corn production<br><b>seminar:</b> case examples for economic questions of corn production   |
| Week 12 | Economic questions of sugar beet                               | <b>lecture:</b> Economic questions of sugar beet<br><b>seminar:</b> case examples for economic questions of sugar beet   |
| Week 13 | Economic question of potato                                    | <b>lecture:</b> Economic question of potato<br><b>seminar:</b> case examples for economic question of potato   |
| Week 14 | EU's regulatory system regarding the main agricultural sectors | <b>lecture:</b> EU's regulatory system regarding the main agricultural sectors<br><b>seminar:</b> case examples for EU's regulatory system regarding the main agricultural sectors |

Course title: **Business Consulting**

Neptun code: GT\_MVINE015-17

Institute: Rural Development, Tourism and Sports Management

Classes per week: 2+1 Requirement: Exam Credit: 4

Responsible instructor: Dr. Károly Pető

Instructor: Éva Suta

Course goals:

The aim of the subject is to get the students acquainted with the basis of the developing and supporting extension service, and with the knowledge relating to general and professional methodology. Within all these the primary objective is to introduce the elements of business extension service, to detail the process and the tools of extension, and to get to know the operation of extension organizations.

The students will be able to reveal and define the existing problems, and select the necessary extension organization.

Course and exam requirements:

Conditions of accepted semester: Students must be at Course by personally (only 30% of missing is acceptable from lectures) and Home Essay must be min. grade: 2,

There is an opportunity to get an offered grade: during terms written exam must be at least grade 2

Assessment and grading:

Mark of written exam

Compulsory readings:

Ray, G. L.: Extension Communication and Management, Kalyani Publishers, 2015

Recommended readings:

Nell, W.T. – Napier, R.J.: Strategic Approach to Farming Success, International Farm Management Association, 2005

### Syllabus

| <b>Week, date</b> | <b>Topic</b>   | <b>Lecture/Seminar/Readings, assignments</b>                           |
|-------------------|--|--|
| 1.                | Business Consulting forming and development  | Starting Semester  |
| 2.                | Basic terms of Business Consulting (Importance, Definitions, Goals of Business Consulting) |  |
| 3.                | Main specifications of Business Consulting and importance of Hungarian economical life     | Home essay project consultation, topic, main parts, Situation Analysis |
| 4.                | Main areas of Business Consulting, knowledge-intense services main characteristics         |  |
| 5.                | Business Consulting as a service, Features of Consultant                                   | Discussion of Home essay parts, Problem Analyzing                      |
| 6.                | Different types of Business Consulting   |  |
| 7.                | Process of Business Consulting   | Discussion of Home essay parts,  |

|     |  |  |
|-----|--|--|
|     |  | Problem solving, Action plan development |
| 8.  | Psychology of Business Consulting, coaching  |  |
| 9.  | Knowledge transfer methods I (Individual and group communications methods)           | Home Essay presentation and correcting   |
| 10. | Knowledge transfer methods II (Public communications methods, training organization) |  |
| 11. | Decision Making  | Home Essay presentation and correcting   |
| 12. | Chrysis Forecast   |  |
| 13. | Business Reorganization  | Consulting, Closing Semester,            |
| 14. | Written exam or Test   |  |

Course title: **Alternative Management**

Neptun code: GT\_MVINE016-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+1 Requirement: Exam Credit: 3

Responsible instructor: Prof. Dr. Attila Bai

Course goals:

To introduce (1) the plant production possibilities excluding conventional food-, or feed production, (2) the characteristics, production technology, utilization and economics of the most important energy plant, plantations and varieties to the students, (3) The most significant biomass-energy methods, (4) The specialities of planning and operation of biomass-energy projects. Complex and vertical economic approach will be emphasized.

Course content, topics:

Alternative management in plant production. General overview of biomass, energy plants, general energetics

Biomass-energy methods I. (direct burning,)

Biomass-energy methods III. (biogas)

Biomass-energy methods IV. (liquid bio-fuels)

Woody energy plants and plantations

Herbaceous energy plants and plantations,  
Energy varieties, algae production  
Planning of biomass energy plants  
Oral presentation of the paper  
Oral presentation for the students from case studies

Assesment:

The students shall write a test in the last week of the semester. The prerequisite of the signature of the course is that the score of this test will reach, or exceed 25% of the maximum score. Another prerequisite of the signature is the submission and the oral presentation of an own-made complex settlement development concept extended with an investment analysis, with the pre-given content till the deadline (18 November 2018, 24.00). The head of the course is going to refuse to sign the course if each of the three above-mentioned requirements is unsuccessful (e.g. in case of absence from the oral presentation, or overrun of deadline).

Compulsory readings:

Slides of the lectures

Recommended readings:

1. Erika Kurucz, Miklós G. Fári, Gabriella Antal, Zoltán Gabnai, József Popp, Attila Bai.: Opportunities for the production and economics of Virginia fanpetals (*Sida hermaphrodita*), *Renewable and Sustainable Energy Reviews*, Volume 90, 2018, Pages 824-834, ISSN 1364-0321, <https://doi.org/10.1016/j.rser.2018.04.007>.

(<http://www.sciencedirect.com/science/article/pii/S1364032118302156>)

2. Nagy, Dávid; Balogh, Péter\*; Gabnai, Zoltán; Popp, József; Oláh, Judit; Bai, Attila: Economic Analysis of Pellet Production in Co-Digestion Biogas Plants. *Energies* 2018, 11, 1135; doi:10.3390/en11051135. ISSN 1996-1073, <http://www.mdpi.com/1996-1073/11/5/1135>

3. Attila Bai, József Popp, Károly Pető, Irén Szőke, Mónika Harangi-Rákos\*, and Zoltán Gabnai: The Significance of Forests and Algae in CO<sub>2</sub> Balance: A Hungarian Case Study. *Sustainability* 2017, 9, 857-880; doi:10.3390/su9050857

4. P Balogh, A Bai, J Popp, L Huzsvai, P Jobbágy Internet-orientated Hungarian car drivers' knowledge and attitudes towards biofuels *RENEWABLE AND SUSTAINABLE ENERGY REVIEWS* 48:pp. 17-26. (2015)

5. Bai A., Stündl L., Bársony P., Jobbágy P., Herpergel Z., Fehér M., Vaszkó G.: Algae production on pig sludge. *Agronomy for Sustainable Development*.

ISSN: 1774-0746 (print version) ISSN: 1773-0155 (electronic version) DOI: 10.1007/s13593-011-0077-2, 2012, pp. 611-618.

6.A. Bai, E. Durkó, K. Tar, J. B. Tóth, I. Lázár, L. Kapocska, A. Kircsi, B. Bartók, R. Vass, J. Péntzes, T. Tóth: Social and economic possibilities for the energy utilization of fitomass in the valley of the river Hernád. Renewable Energy, Volume 85, doi:10.1016/j.renene.2015.06.069 ISSN: 0960-1481, January 2016, Pages 777–789

7.Torjai L., Nagy J., Bai A.: Decision hierarchy, competitive priorities and indicators in large-scale „herbaceous biomass to energy” supply chains. BIOMASS & BIOENERGY (ISSN: 0961-9534) (eISSN: 1873-2909) Vol. 80: doi:10.1016/j.biombioe.2015.06.013 September 2015, pp. 321-329.

8.Atila Bai, Péter Jobbágy, Ferenc Farkas, József Popp, Gábor Grasselli, János Szendrei, Péter Balogh, Technical and environmental effects of biodiesel use in local public transport, Transportation Research Part D: Transport And Environment, Volume 47, August 2016, Pages 323-335, ISSN 1361-9209, <http://dx.doi.org/10.1016/j.trd.2016.06.009>.

9.József Popp; Mónika Harangi-Rákos; Zoltán Gabnai; Péter Balogh; Gabriella Antal; Attila Bai: Biofuels and Their Co-Products as Livestock Feed: Global Economic and Environmental Implications MOLECULES (ISSN: 1420-3049) 21: (3) Paper 285. 26 p. (2016)

Internet: [www.aki.gov.hu](http://www.aki.gov.hu), [www.zoldtech.hu](http://www.zoldtech.hu), [www.biogas.hu](http://www.biogas.hu),  
[www.epure.org](http://www.epure.org), [www.ebb-eu.org](http://www.ebb-eu.org), [www.aebiom.org](http://www.aebiom.org), [www.meh.hu](http://www.meh.hu),  
[www.oilgae.com](http://www.oilgae.com), [www.iea.org](http://www.iea.org), [www.energia.lap.hu](http://www.energia.lap.hu),,  
[www.biomassza.lap.hu](http://www.biomassza.lap.hu), [www.energiaklub.hu](http://www.energiaklub.hu), [www.bloomberg.com](http://www.bloomberg.com),  
[www.eurobserv-er.org](http://www.eurobserv-er.org)

### Syllabus

| <b>Week, date</b> | <b>Topic</b>   | <b>Lecture/Seminar/Readings, assignments</b>                           |
|-------------------|--|--|
| 1.                | Business Consulting forming and development  | Starting Semester  |
| 2.                | Basic terms of Business Consulting (Importance, Definitions, Goals of Business Consulting) |  |
| 3.                | Main specifications of Business Consulting and   | Home essay project consultation, topic, main parts, Situation Analysis |

|     |  |  |
|-----|--|--|
|     | importance of Hungarian economical life  |  |
| 4.  | Main areas of Business Consulting, knowledge-intensive services main characteristics |  |
| 5.  | Business Consulting as a service, Features of Consultant                             | Discussion of Home essay parts, Problem Analyzing                        |
| 6.  | Different types of Business Consulting   |  |
| 7.  | Process of Business Consulting   | Discussion of Home essay parts, Problem solving, Action plan development |
| 8.  | Psychology of Business Consulting, coaching  |  |
| 9.  | Knowledge transfer methods I (Individual and group communications methods)           | Home Essay presentation and correcting                                   |
| 10. | Knowledge transfer methods II (Public communications methods, training organization) |  |
| 11. | Decision Making  | Home Essay presentation and correcting                                   |
| 12. | Chrysis Forecast   |  |
| 13. | Business Reorganization  | Consulting, Closing Semester,  |
| 14. | Written exam or Test   |  |

Course title: **Local Economic Development**

Neptun code: GT\_MVINE017-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Dr. László Posta

Course goals:

The goal of the course is that students understand the meaning and content of local economic development. They have to know the construction of a local economic development strategy in general and in details. They will be able to evaluate case studies in the field of LED.

Course content, topics:

The main topics of the subject: Introduction, What Is Local Economic Development?; The LED Strategic Planning Process in General; The LED Strategic Planning Process in Details, Stage 1 – 5.; Case studies in the field of LED (1 – 3.)

Learning methods:

examinations and the code of ethics of the University of Debrecen and Faculty of Economics and Business.

Assessment:

At the end of the semester students make a written examination on the whole material of the lectures, for what they get a five grade result. Within the creation of their final result the activity of students within the field of case studies is also considered.

Compulsory readings:

1.Gwen Swinburn – Soraya Goga – Fergus Murphy: Local Economic Development: A Primer Developing And Implementing Local Economic Development Strategies And Action Plans The World Bank, Cities of Change, Bertelsmann Stiftung 2006. 1 – 91.p.

2.Gwen Swinburn – Fergus Murphy (Editors): Local Economic Development Strategic Planning And Practice Casebook A Knowledge Product of Cities of Change 2010. 1 – 139. p.

Recommended readings:

1. Understanding Your Local Economy – A Resource Guide for Cities, The Cities Alliance, 2007. Washington D.C., USA 1 – 148.p.

2. Douglas Webster – Larissa Muller: Urban Competitiveness Assessment in Developing Country Urban Regions: The Road Forward The World Bank, Washington D.C., USA 2000. 1 – 48.p.

**Syllabus**

| <b>Week</b> | <b>Topics</b>  |
|-------------|--|
| 1.          | Introduction, What Is Local Economic Development?<br>LO: Students learn the meaning of Local Economic Development  |
| 2.          | The LED Strategic Planning Process in General I.<br>LO: Student learn the first part of the general steps of LED strategic planning.   |
| 3.          | The LED Strategic Planning Process in General II.<br>LO: Students learn the second part of the general steps of LED strategic planning.  |
| 4.          | The LED Strategic Planning Process in Details:<br>Stage One: Organising the Effort<br>LO: Students learn in details the first stage of a LED strategy.                                   |
| 5.          | Stage Two: Local Economy Assessment 1.<br>LO: Students learn in details the second stage of a LED strategy.  |
| 6.          | Stage Two: Local Economy Assessment 2.<br>LO: Students learn in details the second stage of a LED strategy.  |
| 7.          | Stage Three: Strategy Making 1.: Vision, Goals, Objectives<br>LO: Students learn in details the third stage of a LED strategy.<br>They learn how to create vision, goals and objectives. |
| 8.          | Stage Three: Strategy Making 2.: Programs, Projects<br>LO: Students learn in details the third stage of a LED strategy.<br>They learn how to create programs and projects.               |
| 9.          | Stage Four: Strategy Implementation<br>LO: Students learn in details the fourth stage of a LED strategy.   |
| 10.         | Stage Five: Strategy Review<br>LO: Students learn in details the fifth stage of a LED strategy.  |
| 11.         | Case study 1. – City of Smolyan (Bulgaria)<br>LO: Students learn the practice of LED strategy making through a case study of Smolyan.  |
| 12.         | Case study 2. – City of Rezekne (Latvia)<br>LO: Students learn the practice of LED strategy making through a case study of Rezekne.  |



|     |  |
|-----|--|
| 13. | Case study 3. – City of Poprad (Slovak Republic)<br>LO: Students learn the practice of LED strategy making through a case study of Poprad. |
| 14. | Written examination<br>LO: -   |

Course title: **Analysis of Agricultural Programs**

Neptun code: GT\_MVINE021-17

Institute: Institute of Sectoral Economics and Methodology

Classes per week: 0+2 Requirement: Seminar grade Credit: 2

Responsible instructor. Dr. Mónika Harangi-Rákos

Course goals:

The aim of the course for the students is to learn and understand the role of the rural policy in economic policies. Obtain information on rural policy, recognize the rural development legislation. Understand the national rural strategy and the role of innovation in rural development.

Assessment and grading:

Final mark is based on their work along the semester and the final oral exam (30%+70%)

Marks: 90% or above – 5

80% - 89% – 4

70% - 79% – 3

60% - 69% – 2

59% or below – 1

Compulsory readings:

Krijn J. Poppe; Catherine Termeer, Maja Slingerland (editors) (2009): Transitions toward sustainable agri-culture and food chains in peri-urban areas. Wageningen Academic Publishers

Woodhill, J. (2008): How institutions evolve - Shaping behaviour. The Broker Issue 10 October 2008 pp 4-8  
<http://www.thebrokeronline.eu/en/Magazine/articles/Shaping-behaviour>

Recommended readings:

European Commission (2013): Impact indicators. Draft – Work in progress. Updated following political agreement on CAP reform

European Commission (2013): Overview of CAP Reform 2014-2020.  
[https://ec.europa.eu/agriculture/sites/agriculture/files/policy-perspectives/policy-briefs/05\\_en.pdf](https://ec.europa.eu/agriculture/sites/agriculture/files/policy-perspectives/policy-briefs/05_en.pdf)

European Commission (2013): Agricultural and rural development.  
[https://ec.europa.eu/agriculture/cap-overview\\_en](https://ec.europa.eu/agriculture/cap-overview_en)

**Syllabus**

| <b>Week, date</b>     | <b>Topic</b>                                  |
|-----------------------|---|
| 1 <sup>st</sup> week  | Introduction                                  |
| 2 <sup>nd</sup> week  | International Theory of Agricultural Policies |
| 3 <sup>rd</sup> week  | Past Development of Agricultural Policies     |
| 4 <sup>th</sup> week  | Goal and Instrument of Agricultural Policy    |
| 5 <sup>th</sup> week  | Institutions of Agricultural Policy           |
| 6 <sup>th</sup> week  | Role of Agricultural Sector                   |
| 7 <sup>th</sup> week  | Common Agricultural Policy (CAP) of the EU    |
| 8 <sup>th</sup> week  | Development of the CAP                        |
| 9 <sup>th</sup> week  | Direct payments                               |
| 10 <sup>th</sup> week | Common Commercial Policy (CCP)                |
| 11 <sup>th</sup> week | Instruments of the CCP                        |
| 12 <sup>th</sup> week | Comparative Analysis of the CAP and CCP       |
| 13 <sup>th</sup> week | Organisation linked to agricultural policy    |
| 14 <sup>th</sup> week | Future – new challenges                       |

Course title: **Community Development**

Neptun code: GT\_MVINE101-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+0 Requirement: Exam Credit: 2

Responsible instructor: Dr. Judit Katonáné Kovács

Course goals:

The aim of the course is to develop the culture of collaboration, co-creation, co-operation. To understand the role of the individual and the context in community development, the importance of coordinating with others.

Course content, topics:

According to the World Economic Forum, coordinating with others is the 5th on the list of TOP 10 skills for 2020. Through lectures, own observations and reflections participants of the course will deepen their knowledge in system thinking, will learn those methods and models, which will help them developing their own personal and professional communities, which also an important element of rural development. Researches in the field of rural development show that communities have a strong effect to sustain rural regions.

Learning methods:

lectures, project based learning, moderation, facilitation

Assessment

Book Essay - What messages / theories / concepts were described in the text? How could these theories be used in practise? Students write an essay from a selected literature, create a presentation and organise a dialogue about it on the seminar - 40 points

Students select a community for case study and analyse it.- 60 points

History – when it was established, by whom

Institution (leadership, members)

Values, mission, vision

Functions

- social control

- participation

- mutual support

- production, distribution, consumption (goods, services of the community)

Proposal for the development of the selected community

All together 100 points can be reached.

above 90 points – 5

80-89 points - 4

70-79 points – 3

60-69 point – 2

under 59 points – 1

Readings:

Peter Block (2008): Community. The structure of belonging.

Stephen M. R. Covey és Rebecca R. Merrill (2006): The speed of trust. The one thing that changes everything

Patrick Lencioni (2002): The five disfunctions of a team. Audios -

Patrick Lencioni (2016): The ideal team player: How to recognize and cultivate the three essential virtues

Readings handled along the course and a freely selected book.

**Syllabus**

| <b>Week</b> |   |   |
|-------------|---|---|
| 1. week     | Introduction to community development                   | What I already know about this topic? What I would like to learn in this semester?<br>Creation of the learning contract |
| 2. week     | Different levels of trust                               | Selecting a community for case study analysis   |
| 3. week     | The role of the individual                              | Self-awareness - Character  |
| 4. week     | Examining values, mission and vision                    | Competence – capability, results  |
| 5. week     | Context   | Quadruple helix   |
| 6. week     | Good practises of community development                 | Good practises of community development   |
| 7. week     | Role of modelling behaviour in community development    | DISC model  |
| 8. week     | Social resources  | Listening and dialogue  |
| 9. week     | Neo-endogenous development                              | Bottom up – top down v. outside in –inside out  |
| 10. week    | Community, locality, communication                      | Words create world  |
| 11. week    | Tools for activating cooperation                        | Role of visualisation   |
| 12. week    | Art of hosting  | Pro Action Cafe, World Café, Open Space   |
| 13. week    | Role of information technology in community development | Community video, blog, social media   |
| 14. week    | Networking, learning organizations, social innovation   | Mapping   |

|             |         |                                     |
|-------------|---------|-------------------------------------|
| 15.<br>week | Summary | Reflection on the learning contract |
|-------------|---------|-------------------------------------|

Course title: **Production and Operation Management**

Neptun code: GT\_MVINE023-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+0 Requirement: Exam Credit: 4

Responsible instructor: Prof. Dr. Attila Bai

Course goals:

To introduce the students: (1) the methods of efficient coordination, optimization between the inputs and the production/service systems, (2) the special tools of prognostization and economic evaluation and to prepare the students to the use of these calculations in practice.

Course and exam requirements:

The students shall write a test in the last week of the semester. The prerequisite of the signature of the course is that the score of this test will reach, or exceed 25% of the maximum score. Another prerequisite of the signature is the submission and the oral presentation of an own-made complex settlement development concept extended with an investment analysis, with the pre-given content till the deadline (the end of the 8th week of the semester, via email). The head of the course is going to refuse to sign the course if each of the three above-mentioned requirements is unsuccessful (e.g. in case of absence from the oral presentation, or overrun of dead-line).

Assessment and grading:

The grade of the test with minimum 25% performance, of the paper and of the oral presentation results a proposed (average) grade, which can be corrected based on the Regulation of Studies during the exam period. To reach minimum “sufficient (2)” grade from each of the above-mentioned three partial grade (test, paper, presentation) is indispensable for successful result of the semester.

Assessment of performance (grades):

- 0-24% refusing of signature
- 25-49% insufficient (1)
- 50-59% sufficient (2)
- 60-69% intermediate (3)
- 70-84% good (4)
- 85-100% excellent (5)

Compulsory readings:

Slides of the lectures

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## COURSE DESCRIPTIONS

### Recommended readings:

Internet: [www.biogas.hu](http://www.biogas.hu), [www.epure.org](http://www.epure.org), [www.ebb-eu.org](http://www.ebb-eu.org),  
[www.aebiom.org](http://www.aebiom.org), [www.mekh.hu](http://www.mekh.hu), [www.oilgae.com](http://www.oilgae.com), [www.iea.org](http://www.iea.org),  
[www.energia.lap.hu](http://www.energia.lap.hu), [www.biomassza.lap.hu](http://www.biomassza.lap.hu), [www.energiaklub.hu](http://www.energiaklub.hu),  
[www.bloomberg.com](http://www.bloomberg.com), [www.eurobserv-er.org](http://www.eurobserv-er.org), [www.aki.gov.hu](http://www.aki.gov.hu),  
[www.zoldtech.hu](http://www.zoldtech.hu)

### Syllabus

| <b>Week,<br/>date</b> | <b>Topic</b>   | <b>Lecture/Seminar/Readings,<br/>assignments</b> |
|-----------------------|--|--|
| 1                     | Registration week  | Consultation, TVK 018                            |
| 2                     | Classification and importance of POM, production systems, introduction of requirements | Lecture, TVK 130                                 |
| 3                     | Capacity calculations  | Lecture  |
| 4                     | Stock management I.  | Lecture  |
| 5                     | Stock management II., JIT theory   | Lecture  |
| 6                     | Market of the most important inputs (capital, labour)                                  | Lecture  |
| 7                     | Spatial economy, clusters (Submitting the paper)                                       | Lecture  |
| 8                     | Consultation   | Lecture  |
| 9                     | Oral presentation of the paper I.  | Lecture  |
| 10                    | Oral presentation of the paper II.   | Lecture  |
| 11                    | Library use week/Oral presentation of the paper  | Holiday/Lecture                                  |
| 12                    | Written test   | Lecture  |

Course title: **Regional Planning and Programming**

Neptun code: GT\_MVINE018-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+2 Requirement: Exam Credit: 5

Responsible instructor: Dr. Péter Horváth

Course goals:

Planning is an integral part of our everyday lives. The course, based on the theoretical background, presents the practice of planning in the European Union. The students will be going to know the most important planning tools and gain insight their practical application as well.

Course and exam requirements:

The condition of the signature is to write an essay on planning and programming of a region till the end of the semester and give a ppt. presentation on the major results.

Assessment and grading:

Recommended mark on the basis of the two interim written exams

Compulsory readings:

•ppt. materials of the lectures

•Wilson, I. F. – Rroji, A. – Wilson, A. D. – Szymanowicz, M. W. (2013): Local and Regional Development Planning: Thinking Globally and Acting Locally, Maluka, p 141.

Recommended readings:

Glasson, J – Marshall, T (2007): Regional Planning, Routledge, p. 336

### Syllabus

| Week, date | Topic (lecture)  | Topic (seminar)  |
|------------|--|--|
| 1.         | Introduction, requirements   | Introduction, requirements   |
| 2.         | The basic concepts of regional planning and development                        | Discussing the parts and topics of case studies and presentations I.   |
| 3.         | General principles of elaboration of plans and their historical development I. | Discussing the parts and topics of case studies and presentations II.  |
| 4.         | Community planning   | Discussing the parts and topics of case studies and presentations III. |
| 5.         | The process of territorial planning I.   | Presentation of students   |
| 6.         | The process of territorial planning II.  | Presentation of students   |
| 7.         | Written examination  | Presentation of students   |

|     |   |                          |
|-----|---|--------------------------|
| 8.  | The relationship between the sectors of the economy and regional planning                               | Presentation of students |
| 9.  | High-level planning issues related to the development of a complex development plan for the regions I.  | Presentation of students |
| 10. | High-level planning issues related to the development of a complex development plan for the regions II. | Presentation of students |
| 11. | International issues of regional planning   | Presentation of students |
| 12. | Complex methods for planning I.   | Presentation of students |
| 13. | Complex methods for planning II:  | Presentation of students |
| 14. | Written examination   | Presentation of students |

**Course title: Food Chain Safety Knowledge**

Neptun code: GT\_MVINE026-17

Institute: Institute of Applied Informatics and Logistics

Classes per week: 2+0 Requirement: Exam Credit: 2

Responsible instructor: Dr. habil. Róbert Szilágyi

Instructor: Dr. habil István Füzesi

**Course goals:**

The course is designed to reach an advanced level of food chain safety knowledge. These knowledge will help them in the following courses and as well as in the practice. They have to learn about basics of information systems, the structure of business information systems, the background of ICT in agri-business, the theory and practice in food safety, the technology and information systems behind the food safety. The course is mainly application and applied theory oriented.

It possesses the most basic information gathering, analysis, task, and problem solving methods.

Capabilities:



It makes simpler professional reports, evaluations, presentations, and performs.

Attitudes:

It is receptive to receiving new information, professional knowledge and methodologies.

Autonomy, responsibility:

It performs job assignment independently, prepares own professional reports, create small presentations independently. If needed, it will be required to work with a staff member or a manager.

Course content, topics:

The course is designed to reach a basic level of business informatics knowledge. These knowledge will help them in the following courses and as well as in the practice. They have to learn how to collect data from the internet, and they have to solve complex exercises with the use of Office program family. The course is mainly application and practice oriented.

Learning methods:

The students get theoretical basic knowledge on the lectures. The practical tasks are related to the theoretical. The students get presentations on the lectures.

Assessment:

For the completion of the semester students have to pass a theoretical test during the semester.

The sum of points the notes are the followings:

0 - 50 fail,

51 -60 pass,

61 -73 satisfactory,

74 -87 good,

88 - 100 excellent.

Compulsory readings:

Velthuis A.G.J., Unnevehr L.J., Hogeveen H., Huirne R.B.M. (Eds.) New approaches to food safety economics, 2003, ISBN1-4020-1426-0

ICT in Agriculture: Perspectives of Technological Innovation (<http://departments.agri.huji.ac.il/economics/gelb-main.html>)

Presentation of lecture and seminars

Recommended readings:

Date, J. C.: An Introduction to Database Systems, Addison Wesley, 2004

Motarjemi Y., Lelieveld H. (Eds.) Food Safety Management, A Practical Guide for the Food Industry), 2013 ISBN: 9780123815040

Schmidt R.H, Rodrick G.E. Food Safety Handbook, 2003, ISBN 978-0-171-21064-1

Egendorf L. (1999): Food Safety. Greenhaven Press, Detroit, 129 p.

## COURSE DESCRIPTIONS

Smith I., Furness A. (2006): Improving Traceability in Food Processing and Distribution. Woodhead Publishing, Cambridge 258 p.

### Syllabus

| Week | Topics   |
|------|--|
| 1.   | Introduction to the food safety, analyses of the most important hazards<br>LO*: The basic theoretical background of food safety.                 |
| 2.   | Food chain management's information requirement<br>LO: The information requirement   |
| 3.   | Integrated information systems in food chain<br>LO: Information systems in food chain  |
| 4.   | Food safety economics<br>LO: Economy of food safety  |
| 5.   | Management of safety in supply chain<br>LO: Management of safety in supply chain   |
| 6.   | Principles and Systems for food quality<br>LO: The food quality systems  |
| 7.   | Consumer and food safety, food labelling<br>LO: The consumer food safety requirement   |
| 8.   | Traceability and identification in food supply chain<br>LO: The background of traceability   |
| 9.   | Quality management systems supporting the food safety (HACCP, 178/2002, ISO22000, EFSIS, BRC, IFS)<br>LO: Food safety quality management systems |
| 10.  | Farm to table risk analysis and HACCP<br>LO: HACCP   |
| 11.  | Regulating food safety in European Union<br>LO: The EU food safety regulation  |
| 12.  | Official databases in food safety<br>LO: Databases in food safety  |
| 13.  | Mobile and sensor technology in food chain safety<br>LO: Mobile and sensor technology in food safety   |
| 14.  | Presentation of student's project work<br>LO: Independent practical problem solving, task presentation   |