

Course syllabus

1. Core data

Course code	Credits	Semester
VTVZ001NABB	6	Spring and Fall
Course title in English		
Management and Organisations		
Course title in Hungarian		
-		
Course title in other language		
-		
Course leader	Institute	
Balázs Vaszkun, PhD	Strategy and Management	
Course type	Type of final assessment	
Elective	Term mark	
Language of instruction	Class schedule	
English		
Number of theoretical classes per week (full-time programmes)	Number of practical classes per week (full-time programmes)	
2	2	
Term when the course is announced/started		
2023/24/2		

2. Main features

Course objectives
The course focuses on the leader and the organisation. It aims to shed light on the principal professional activities (functions) of an executive, and to enable students to model organisational structure by studying the major forms.
Brief description of the course
To achieve set goals in organisations, the work of many people is to be controlled and coordinated. Managers can significantly influence the performance of organisations by choosing a fitting structure and through the way they are leading their subordinates. Contingency theory based on open-system concept is regarded as baseline for the analysis of organisations, while managerial performance is examined through the functions of management (i.e. strategic planning, organization, leadership and control). Organisation as management function gains a deeper focus and the operations and structure of simple, functional (U-type), multidivisional (M-type), matrix, and agile organisations are presented.

3. Learning outcomes

Skills	Knowledge	Attitudes	Autonomy and responsibility
The student explains the expected impact of a particular corporate	The student knows the characteristics, and main challenges on the activities of executives.	Recognizes the need for a micro-, macro-, and international	Performs smaller tasks independently.

decision on its environment. The student can understand and apply the basic theories and characteristics of management in an international context.	The student is aware of the characteristics of various business models, also in the context of the international operation of companies.	context in the study of management. (S)he strives for objectivity when formulating decision proposals. Accepts critical remarks.	(S)he corrects his detected errors on his own. (S)he adopts a framework for cooperation during the decision-making process.
Interprets and visualizes information on external market, intra-organizational context, organizational strategy, structure, behaviour, and control.	The student knows the basic tools for analysing organisational structure.	(S)he strives for a complex vision in their planning. (S)he takes responsibility for her work in the group, supports the work of those who work with them.	Taking responsibility, (s)he also communicates in a foreign language with her employees, managers and cooperating partners.
Able to interpret and translate the results of the analysis into actionable projects.	Understands the methods of contingency theory.		
As a project leader, he / she leads, organizes, evaluates and controls activities. Able to gain the support of project participants in line with management ideas.	The student knows the strategic aspects of organisational structure and business processes.	He/she has a knowledge-sharing attitude and is open to the knowledge-sharing intentions of others.	
	The student can identify the international aspects of corporate management.	Open to feedback and critical remarks, inclusive.	
	The student possesses basic managerial knowledge and techniques, including the tools of effective organization of work, motivation, and evaluation.	(S)he is characterized by interest and curiosity while expanding his/her professional vocabulary.	
(S)he is able to communicate his / her position clearly and convincingly, supported by arguments and facts.	(S)he knows the operational challenges of international corporations.		
	He /she has the knowledge about the strategic embeddedness of corporate sub-systems, and their performance consequences.		
	(S)he is aware of the importance of managing processes in complex organizations.		

4. Assessment system of the course

Method of assessment

<ol style="list-style-type: none"> 1. Interim short quizzes (individual) to test students' progress with understanding key concepts and analytical tools, as well as a platform for sharing their clarifying questions: 10 * 6 + 2 * 10 points (maximum 80 points). 2. Active participation (mandatory) in class discussions, with problem-solving and presentations: 20 points (awarded by seminar leader) 		
Study activity	Minimum requirement for the course completion (if any)	Weighting of student activity in the final assessment (%)
Students use online teaching materials by self-directed learning to acquire lexical knowledge. They are assisted during consultations.		80%
During and in-between seminars, students will work in teams of 3 or 4. They receive preliminary support from the seminar leader and then start working on the weekly challenges. Teamwork will imitate work at a company, by developing a firm founded (imagined) by the students, who will appoint the CEO and other executive positions among the team members. Students will assess each other's contribution to the joint outcomes.		20%

5. Compulsory readings

Compulsory reading	URL
Stephen P. Robbins – Mary Coulter: Management (14th edition), 2018, Pearson, New York, p4-9 <i>Management&Organization - basic concepts</i>	Moodle
Stephen P. Robbins – Mary Coulter: Management (14th edition), 2018, Pearson, New York, p256-262; p278-291; (optional: p291-296) <ul style="list-style-type: none"> • <i>Planning and goal setting</i> • <i>Strategic management process</i> <i>Optional - Current issues in strategic management</i>	Moodle
Stephen P. Robbins – Mary Coulter: Management (14th edition), 2018, Pearson, New York: p519-522; p10; p555-557; p559-563; p451-452; p461-462 J.P. Kotter: What leaders really do? Harvard Business Review, December 2001. The difference between management and leadership <ul style="list-style-type: none"> • <i>Motivation</i> • <i>Mintzberg Managerial Roles</i> • <i>Leadership def, leadership styles</i> • <i>Contingency Theories of Leadership</i> • <i>Kotter - Manager vs Leader</i> • <i>Communication</i> <i>Organizational communication</i>	Moodle

Stephen P. Robbins – Mary Coulter: Management (14th edition), 2018, Pearson, New York: p596-601 William G. Ouchi: Markets, bureaucracies and clans. In: Grahame Thompson - Markets, Hierarchies and Networks. The Coordination of Social Life. SAGE Publications 1991 p246-256 • <i>Control def., The Control Process</i> <i>Control types - Markets, bureaucracies and clans</i>	Moodle
Beáta Sz. G. Pató (2017): Formal options for job descriptions: theory meets practice. <i>Journal of Management Development</i> Vol. 36 No. 8, 2017 <i>Pato-2017-Formal-options-for-job-descriptions</i>	Moodle
Fundamentals of Business Process Management by Marlon Dumas, Marcello La Rosa, Jan Mendling, Hajo A. Reijers. Springer, 2018 p1-6 <i>Introduction to BPM</i>	Moodle
Stephen P. Robbins – Mary Coulter: Management (14th edition), 2018, Pearson, New York: p347-365 <i>Designing organizational structure</i>	Moodle
Stephen P. Robbins: Organization Theory – Structure, Design and Applications (3 rd edition). Prentice Hall, Englewood Cliffs, New Jersey, 1990. p279-283 <i>Simple organization</i>	Moodle
Gareth R. Jones: Organizational Theory, Design, and Change (7 th edition), Pearson, 2013: p170-174 <i>Functional structure</i>	Moodle
Gareth R. Jones: Organizational Theory, Design, and Change (7 th edition), Pearson, 2013: p174-188 <i>Divisional structure</i>	Moodle
Gareth R. Jones: Organizational Theory, Design, and Change (7 th edition), Pearson, 2013: p188-193 <i>Matrix structure</i>	Moodle

6. Recommended readings

Recommended reading	URL
Vaszkun, B.: One hundred years of management	Moodle

7. Thematic weekly schedule

Week no.	Brief description of topic
1	Introduction to management, possible aspects of analysis
2	Management functions: goal setting, strategy making
3	Management functions: leadership and people management
4	Management functions: control
5	Management functions: organisation I (Job design and work organization)
6	Management functions: organisation II (Business Process Management)
7	Management functions: organisation III (Organizational Design)
8	Organisational forms: simple structures
9	Organisational forms: U-type structures
10	Organisational forms: M-type structures

11	Organisational forms: matrix organisations
12	Synchronising business systems: contingency theory
13	Summary and Conclusions

8. Class data

Course code	Course type	Lecturer(s)	Time and venue
VTVZ001NABB E01	Lecture class	Balazs Vaszkun	To be defined
VTVZ001NABB G01	Practical class	Maha AL Dalahmeh	To be defined

9. Prerequisites and further information

Description of prerequisites and further information
-

10. Class participation

Not to be confused with attendance, class participation is the practice of engaging your professor and fellow students during presentations and discussions with thoughtful and timely contributions. If you miss classes it will have an impact on your participation points!

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

DO NOTE THAT EVERY POINT IS EARNED, NOT NEGOTIATED!

11. Plagiarism

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

12. Grade Conversion Table for Courses taught in English

Percentage achieved	Hungarian Grade	ECTS Grade	International Grade	Explanation
97-100	5	A	A+	Excellent
94-96	5	A	A	Excellent
90-93	5	A	A-	Excellent
87-89	5	B	B+	Excellent/Very good
84-86	4	C	B	Good
80-83	4	C	B-	Good
77-79	4	C	C+	Good
74-76	3	D	C	Satisfactory
70-73	3	D	C-	Satisfactory
67-69	3	D	D+	Satisfactory
64-66	2	D	D	Low pass/Sufficient
[51/61]-63	2	E	D-	Low pass/Sufficient
0-[50/60]	1	FX/F	F	Fail, 0 credit
	N		N	No grade received, 0 credit