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ORGANIZING A BUSINESS RUSSIAN COURSE IN BUDAPEST

Bachelor's Thesis 2013

ABSTRACT

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This thesis describes designing of a Business Russian course in Budapest. The process of the course creation was based on event management principles. Event management has grown into dynamic industry and discipline, and embraced various aspects of lives. Its theory can be applied to administering of diverse projects.

The work was commissioned by a Hungarian company, which organized training courses for corporate and individual customers. The firm spotted a need for Business Russian and decided to expand its service range by developing and launching a new language program.

The report is written in a form of practice-based thesis. The theory was applied to real life actions in order to develop an actual product as an outcome of the work. Practical applicability of operational instructions is a distinctive feature of practice-based theses. Event management implies both planning and implementation. The empirical part of the present work is limited to developing the product and its market launch. It nonetheless discusses the whole process of managing of the event.

Applying event management theory to course creation was a successful intent. All of the aspects of organization were covered and described. The commissioner approved the product and the course was placed among their other offers.

TABLE OF CONTENTS

ABSTRACT

1 INTRODUCTION	5
1.1 The commissioner	6
1.2 Objectives and the choice of method	7
2 EVENT MANAGEMENT PROCESS	9
2.1 Research	9
2.1.1 Market research	10
2.1.2 Need assessment	11
2.1.3 Why there is a need in the course?	14
2.1.4 The role of Russian in terms of relations between Hungary and Russia	15
2.1.5 Nature of the course	17
2.1.6 SWOT	18
2.1.7 Competition	20
2.2 Design	21
2.2.1 Target audience	22
2.2.2 Program considerations. Material	23
2.2.3 Program elements	25
2.2.4 Timing	28
2.2.5 Budgeting and pricing	29
2.2.6 Location	31
2.3 Planning	32
2.3.1 Critical path	33
2.3.2 Marketing	35
2.4 Coordination	38
2.5 Evaluation	39
3 CONCLUSIONS	40
SOURCES	41

APPENDICES

Appendix 1. Course program

Appendix 2. Course description on the website

Appendix 3. Direct email to Hungarian companies

Appendix 4. Feedback form in English

1 INTRODUCTION

This thesis deals with the process of creating a Business Russian course in Budapest. I decided to run the course when faced the necessity of employment in Budapest without knowing the country's language and in the times of financial recession, which had severely affected Hungarian economy in a negative way. Before entering Kymenlaakso UAS I graduated from Pyatigorsk State Linguistic University as a teacher of Russian Language and Literature. Hence I was fortunate to get a job offer, which allowed applying combined knowledge from both of the higher educational institutions I attended (PGLU and KyAMK). A company that organizes seminars and trainings for businesses and individuals suggested me to design a course of Business Russian language, which they can propose as one of their programs.

McArdle (2010, 80) explains that developing a training course in reality is like designing any other project. As a basis for the course planning I used theory related to event management. In the context of event management Damster (2005, 99) defines event planning as the process by which an event is designed, and various actions leading to achieving of the successful event are formed, no matter of which size, type, financial return, employment impact, and so on, events are.

Today almost anything, which is happening, can be called an event (Damm 2011, 1). The concept includes sports, performances, meeting and public gatherings, and so on.

Theory related to event planning and management has been extensively explored and developed in a growing amount of literature production, by event professionals like Allen (2001), Hall (1997), Getz (2005), Goldblatt (2005), Masterman (2004), Shone and Parry (2004), Silvers (2004), Torkildsen (2005), Tum, Norton and Wright (2006), Van Der Wagen and Carlos (2005), Watt (1998) and Yeoman, Robertson, Ali-Knight, Drummond and McMahon-Beattie (eds) (2004) (Bowdin, Allen, O'Toole, Harris & McDonnel 2006, 118) and in their more recent works. I tried to work with the newest editions of the popular event-related books, because event industry is dynamic and undergoes changes, as well as embraces more and more aspects of our lives.

As a template for the course creation process I chose the Goldblatt's model of five key phases of event organization. I adapted the phases to fit my project and coherently applied. Dr. Joe Goldblatt is one of the founders of ISES (International Special Events

Society), who put a lot of effort to develop event management as an industry and profession (Shumovich, 2007).

Events differ by type. The product I worked on fell into category of business and educational events. According to Getz (2007, 42) education, including training, is an indicator of a group of scientific and educational events. The latter can nonetheless belong to trade, business, public, or even fun types of events (Getz 2007, 42).

1.1 The commissioner

Euzert Ltd. (Euzert Kft.) is a Hungarian company, which deals with organizing courses and seminars, provides vocational trainings and post-graduate qualifications. The company is registered as a non-school institution. It has institutional accreditation. The main fields Euzert offers its services in are IT, Accounting, Management, Project Management, Quality Issues, and Tenders. Among company's seminars can be found Lean Kaizen Management, Six Sigma training, Certified IAS/IFRS manager, IT Auditor, IT Risk Manager. (Euzert Kft 2013.)

Euzert has its trainers on a contract basis. The company assures that all of them are professionals in corresponding fields, carefully chosen and being continuously evaluated by participant questionnaires. (Csida 2012.)

The firm was founded and started its working activity in 2003. Since 2006, apart from conventional way of tuition, Euzert has been offering online education. Participants may be involved in e-learning, take part in web conferences, online seminars. Appropriate certificates are issued at the end of both online and regular courses. Euzert offers both open and in-house classes. Companies have an opportunity to have a teacher come to their premises and conduct training or a seminar under their roof. However the majority of trainings are hold within Euzert's walls. (Csida 2012.)

Euzert's office is conveniently located in the center of Budapest. It has a large seminar room, but can host up to three seminars at the same time. Workers' room can be easily transferred into conference room, as well as managing director's office - into the third auditorium. However, so far the office did not accommodate more than two seminars at a time (Csida 2012). The company possesses all of the appliances required for sufficient demonstration of courses' material. Visitors can always have a cup of coffee or

tea and modest snacks free of charge. Euzert also supplies participants with stationery like pens, notebooks, and calendars with the firm's logo on it.

Euzert's executive director Janos Csida (2013) states that the company constantly develops its activities, takes care of own image and quality of services it provides. Together with marketing and IT professionals the firm worked out strategies and techniques, which help Euzert (despite its small size and current economical situation in the country) remain in demand (Csida 2013). The firm's marketing practices are described further in a chapter about promotion of BR course.

Before considering a launch of Business Russian (BR) course, Euzert already possessed some expertise in language teaching. They offered online courses on basic German and basic English. In case of successfully launched BR course, Euzert plans to develop and expand its expertise in business language education by having more classes of this kind.

1.2 Objectives and the choice of method

When working on my final project I intended to create a manual, which would provide basic steps and discussed main stages of carrying out a course. This guidance can be useful to me in my future carrier, not necessarily pedagogical, because event management has grown into expanding industry, providing new job opportunities (Robinson, Wale & Dickson 2010, xiii) and event planning is practical and a useful ability in various working fields, as well as in everyday life.

I decided to encloth my final project in the form of a practice-based thesis. As I was developing an actual product, I found this type of thesis best fit my work, as it is commonly used for a specific output. The outcome of practise-based theses can be instructional guide, manual or execution of an event. (Vilkka & Airaksinen 2004, 6, 9.)

I had an actual employer, with certain requirements and definite expectation. The commissioner reckons on benefiting from the real product I designed. Thus the thesis helped me to learn, explore and apply knowledge and skills to real life actions. This is characteristical and advantageous for a practice-based project. (Vilkka & Airaksinen, 16.)

In a practice-based thesis the subject, which an author explores, or process that she/he investigates, is shown from the direction of applicability to real life actions. Thus rather than examining a phenomenon, practice-based thesis aims at providing operating instructions. (Vilkka & Airaksinen 2004.)

A thesis based on practical application does not require traditional research methods. However data can and should be obtained by observations and conversations with people who are professionally involved in researched activities. (Vilkka & Airaksinen 2004, 56.)

According to Vilkka & Airaksinen (2004) a practise-based thesis does not only explain the results, but consentrates largely on report of actions. It is yet important to determine and assess outcome of the work.

In order to show adaptation of the theory in actual process, I used a "sandwich" model, i.e. combining theory and practice under the same chapter of subchapter. This helped me to sort out the relevant informantion. I believe it also makes visually easier for the reader to follow applicability of the phases.

2 EVENT MANAGEMENT PROCESS

Many publications confuse project management of an event with event itself. Event management focuses on the process of creating an event. Thus event is the deliverable of this process. Event management contains and controls tasks before, during and after the event. While an event may last several hours or days, the process of event management can go on months and even years. (Bowdin et al. 2006, 266.)

Event management encompasses a number of stages, each of which is a sequence of interrelated exercises. Tasks within a stage are carried out through a certain period of time and under a special format of management, leading to maximum outcomes. At the end of each phase often comes a major decision to start a new phase. (Bowdin et al. 2006, 267-268.)

Goldblatt (2005, 38) defines five main stages of Event Management Production Process. Those are research, design, planning, coordination, and evaluation (Goldblatt 2005). And even though the scientist initially took into consideration special events, these phases are quite universal and can be applied to various happenings, programs and projects. For example, McArdle (2010, viii) uses similar stages in designing her training courses. She distinguishes business justification, analysis, design, development, implementation, and evaluation (McArdle 2010).

As the saying goes, everything starts with an idea. The event idea in wider concepts is a centric point in a complex event planning and process of coordination (Robinson, Wale & Dickson 2010, 21). Often a customer comes to a planner with blurred intentions about an event. The role of the event manager is to process the idea and create an actual event (Mehndiratta 2008, 1). For productive planning process, event organizer has to bear in mind a number of various subjects. The main tasks are process monitoring, synchronizing of the decisions and evaluating the progress. (Bowdin et al. 2006, 118.)

2.1 Research

The starting point for event organizer is a research. Event Management professionals underline the importance of this stage, and assure that the more time and efforts are

spent on pre-event research and post-event evaluation, the less resource consuming intermediate stages are likely to be. (Goldblatt, 2005, 39.)

In terms of event organization, Bowdin et al. (2006, 85) define research as a way of obtaining information that helps development of the event. Thus on this phase, the event manager collects data and works with existing knowledge in order to have a clearer vision of an event. Research helps to prevent or reduce risks. A thorough analysis contributes to ensuring that stakeholders' expectations are met. (Goldblatt, 2005, 38.)

According to Goldblatt (2005) research stage of successful event includes identifying goals, setting up objectives, performing needs assessment, conducting feasibility analyses, and detecting threats and weaknesses in order to resolve or minimize them. Shumovich (2007) in turn divides research actions into inner and outer ones. Inner analyses include SWOT and interpretation of company's own data, while outer mean participants survey, interviews (individual, focus groups, expert opinion) and competitors' research.

2.1.1 Market research

No matter whether one's event is new or existed before, market research should be conducted. The research will help to analyze stakeholders' perception and visitors' expectation. Similar purpose of detecting wishes, needs and wants of potential customer segment have market surveys, which are used when a product or a new service are planned to be launched. (Goldblatt 2005, 39.)

Event managers often conduct quantitative research to collect personal data (age, income, gender and other relevant information). Its low costs and ease of handling of the information are advantages of this research type. Qualitative research in turn is more expensive, but reveals subtle meanings behind the digits and bare facts of quantitative survey. Qualitative research, according to Goldblatt (2005, 41), may take one of three forms: case study, which is characterized by thorough examination of the pre-existing events, interview with the focus group, and participant/observer style, which implies placing a researcher into examined community to observe. Combining both of the types of market research can give fuller picture, as they complement each other. (Goldblatt 2005, 39-41.)

Interview implies a deeper extent of personal involvement. Conversations can be conducted by phone or in person, and they do not just give interviewer data, but can bring unpredictable ideas (McArdle 2010, 24). This type of communication allows deeper understanding of interlocutor's position and opinion (Shumovich 2007). Casual discussions with all kind of parties during market research are effective tools to evaluate the interest to the event. (Hoyle 2002, 25.)

During my investigation and research I certainly mainly observed and explored. I also carried out a number of conversations. Interviews with target market representatives at the initial stage of my project convinced my participation in the project and outlined clients' needs. Other conversations – with the case company staff and a rival – gave me more sound data to aid the work and helped to learn existing practices. The communication was unconstrained and did not wear formal character. Interviews do not have to always have an official status. When interviewed informally, speakers tend to be more open and throughout interviews conversations can present absolutely unexpected information. (Shumovich 2007.)

2.1.2 Need assessment

Goldblatt (2005, 43-44) underlines the importance of needs analysis and explains that it aims at setting up event's goals and determining feasibility and viability of event's idea. The analysis is performed by examining the answers to Five W's:

- Why?

What is the compelling reason for this event? Why must this event be held? (Goldblatt 2005, 44).

The answers implicate a number of compelling grounds in order to convince a need for an event (Goldblatt 2005, 44). The idea of designing Business Russian training came from the commissioner, but I conducted my own research and tried to persuade myself in necessity of carrying out the course. Former and current relationships between Hungary and Russia were researched. I looked for grounds to explain why Russian language arose interest. Talking to business people, involved in dealing with Russian-speaking partners aided understanding target segment's wishes and needs. I also learnt competitors' activity. The findings are shown further in the text.

- Who?

Who will benefit from this event? Who will they want to have attended? (Goldblatt 2005, 44.)

This question also relates to internal (e.g. leaders, staff, guests) and external parties (e.g. media, investors, sponsors) (Goldblatt 2005, 44). The target audience for the course was people having business with Russia or Russian speaking counterparts. By attracting new customers to the language courses, the commissioner (leader and main stakeholder) aimed at financial benefit, broadening its service range and promoting other trainings in the company.

- Where?

What are the best destination, location, and venue? (Goldblatt 2005, 44.)

The sooner the decision about where the event is hold, the earlier the venue is prepared. Determining location also influence other decisions. (Goldblatt 2005, 44). There were no much of venue considerations in my case, as Euzert's premises were absolutely suitable for the course accommodation.

- What?

What elements and resources are required to satisfy the needs identified?

This question relates to outcome. It defines what product is to be developed and presented in order to satisfy the needs. (Goldblatt 2005, 44.)

I had a lot of consideration about the nature of the course I was going to organize, its content and timing. In order to learn existing practices, Euzert's training and seminars were studied, and other business language courses descriptions were reviewed. Finally I came up with an idea of a weeklong business Russian course. Traditional business language courses take minimum several weeks to be held, while intensive or express trainings can last shorter time.

I chose two main books that complement each other and built a profound base for curriculum. Lesson plans were developed and time consumption was counted, in order to minimize risks of missing schedules.

- When?

When will the event be held? Are the dates and time flexible or subject to change? (Goldblatt 2005, 44.)

Answer to this question determines if time frame corresponds to the scope of the event (Goldblatt 2005, 44). The training program was developed for five working days, and it was done intentionally in order to be different on the market, and by this, offer a competitive advantage. I took a risk of putting conventional training program into time frames of a week, because it actually does not minimize amount of hours (32-45) traditional business course include. As for the date of the event I designed: it was not initially stuck to any special day.

Needs analysis is vital to concentrate on from the very beginning, as it represents reasons for holding an event and will form its design (Robinson, Wale & Dickson 2010, 23).

Additional question event planner may ask her/himself:

- to Whom?
- How?
- Image (Kauhanen et al. 2002, 35).

Need assessment supports defining event objectives. They can be both tangible and intangible, aimed at bringing returns (e.g. ROI of time, money, efforts) either during/right after, or in a long term accordingly. Objectives may be achieved before, during and after event, and become a platform for further events' priorities. (Allen 2008, 2-4.)

My goal was to develop a course, which could arise interest and be competitive. The success will ensure my employment at the commissioner's. The company's aims of having the course are to gain new customers and broaden its service range. Both par-

ties had financial interest in the project, but pecuniary gain was not the main priority for the firm. It was rather a subobjective.

2.1.3 Why there is a need in the course?

As a part of needs assessment analysis I investigated prerequisites of launching business Russian course in Hungary. The first reason for a forecasted demand for the course is popularity and the status of Russian language. At the end of the 1980s about 350 million people in the world knew Russian (Arefyev 2006). Although the language lost its popularity after the collapse of the USSR, it is still widespread, especially in Commonwealth of Independent States (CIS) (Medvedev 2007, 30). It is spoken by the majority of citizens in Belarus, Kazakhstan and Ukraine. There is also a considerable amount of Russian speakers in Israel and North America (United states Census Bureau).

Nowadays Russian is one of the most spoken languages in the world (Gradirovski & Esipova 2008). It is an official language of the Russian Federation, which has over 143 million citizens (World population review 2012). Knowing Russian is an advantage for those who have Russian-speaking partners, employees, colleagues, clients or merely mates. Hungary is located in the eastern Central Europe and borders with Ukraine, where Russian language has official status on a regional level (The New York Times 2012).

Another motive to learn Russian is current situation in business with Russia. Among visitors of the course we expect people who are currently involved in commercial activities with Russia, or those who feel necessity/potential or experience obligation in having business with this country. Businessmen's maxim says that if one wants to be a successful in a certain market, she/he must be as good as their competitors are, and, additionally, speak a local language.

Russia is one of five so-called BRICS states. The abbreviation stands for Brazil, Russia, India, China and a recent partner South African Republic. The BRICS countries characterized as the biggest developing market economies. All of them are predicted to take place among ten of the largest global economies, due to high speed of their economical growth (Economy watch 2010, South Africa country portal 2011).

Russia is the largest country in the world area-wise and the 9th biggest measured by the number of inhabitants. It is one of the world's major suppliers of raw materials. The country has a freshly set-up market economy. This all makes Russia be principally attractive for business possibilities. Experts of the UN Conference on Trade and Development gave Russia the 8th place among ten most investment-friendly states in the world (The voice of Russia 2012). Joining the WTO on the 22nd of August 2012 after 19 years of negotiations also contributed to the positive image of Russia from the point of view of foreign investments and international cooperation (CNBC 2012).

It is also important to tell about significance of Russian language in terms of Hungary-Russia relationships.

2.1.4 The role of Russian in terms of relations between Hungary and Russia

Since the late 1950s until the end of 1980s Russian language was a compulsory subject in Hungarian schools. However, after eight years of learning the language, Hungarians could hardly operate in Russian. This was caused by prejudices and negative attitude towards the Soviet Union, as well as by insufficient foreign language teaching. In 1989 Russian lost its compulsory status and was treated as “a scapegoat” for all of the fails of the era of Socialism. (Lendvai n.d.)

Prerequisites of Hungarian unfavorable attitude to Russia and mutual tension lay in historical background. Contention over Balkans, opposition during both World Wars, invasion on USSR to Budapest in 1956 are just to name some of conflicting between the states. (Granville 2004.)

Since 1989 certain disregard towards Russian language in Hungary had lasted for a number of years. It was not easy to get rid of old-fashioned stereotypes, which were in reality slowing down the state's development (Lendvai n.d.). Eventually Hungary could not deny the growing importance of Russia, and Russian language in the world, and reconciled with the past.

Russia has become one of the Hungary's most substantial economic and trading associates (Hungarian Ministry of Foreign Affairs 2005). The states collaborate in various fields and open diverse opportunities to each other.

In 2010 Fidesz–Hungarian Civic Union party won the parliamentary elections; its leader, the current Prime Minister of Hungary, Viktor Orbán declared his interest and willingness to build qualitatively new relationships with Russia, based on the standards of the 21st century (Russian Ministry of Foreign Affairs 2013).

Russian specialists are currently involved in a long-term and widescale project in Hungary. Rosatom, Russian state-owned company, plans to build nuclear blocks for the only Hungarian nuclear plant, located in a city of Paks. Two countries have been cooperating in the sphere of nuclear field for over 30 years (Stier 2013). Due to the fact there appeared a need for Russian speaking specialists.

In March 2013, state Secretary for Foreign Affairs and External Economic Relations Péter Szijjártó stated, that outside of the EU borders, Russia is the most important trade partner of Hungary (MTI, Prime Minister's office 2013b).

Based on Hungarian Statistics Office (2013) data, import of goods from Russia to Hungary has grown from €4,372 million in 2009 to €7,154 million in 2012. This data detected Russia to be the third biggest importer after Germany and China. Hungarian export to Russia has also experiencing a sustainable growth since 2009. (Hungarian Central Statistical Office 2013.)

According to the official report of the Russian Central Bank (2011) on trade of services in 2010, value of Russian exports to Hungary was €139 million, while Hungarian exports to Russia amounted to €131 million. In this connection it is important to emphasize, that Russian export for travel services was €14 million, and Hungarian - €44 million. Nonetheless, in business travel services Hungarian import of Russian services was higher, and amounted €8 million to €4 million of Russian import of Hungarian services respectively. This means that the Hungarians practice and are interested in Business trips to Russia. The same statistics outline significant number of Russian people going to Hungary for personal trips. Export of personal travel services to the Russians was €40 million. In 2011 value of Hungarian exports of services to Russia exceeded the same index of Russia, and amounted to €157 million compared with €155 million of Russian services exports. (The Central Bank of the Russian Federation 2011.)

Nowadays Hungary is gaining more and more popularity as a touristic destination for Russian and Russian-speaking visitors. Affordable prices, good service, geographical location, thermal spa, Balaton, historic sites, distinctive cuisine and famous wines are not a full list of reasons attracting visitors to the state. Data researched in the first half of 2012 show that Russians tend to spend longer time in Hungarian hotels, than other nations. Hungarian National Tourist Office also calculated that the amount of nights spent by Russians in Hungarian hotels in May 2012 is 23,4% higher than in May 2011. (Freesun news 2012.)

All in all, after the thaw, ties between Russia and Hungary are getting stronger. Cooperation develops in various spheres. The states experience mutual interest. In order to further succeed in relationships, parties need to keep on establishing common language (figuratively and literally).

2.1.5 Nature of the course

Another element of the needs assessment is “What”. At this point I would like to describe the product I was developing.

The majority of Euzert’s trainings and seminars are about one week long. I considered it to be wiser to have a course with similar duration and not to plan a long academic curriculum, at least for my first practice, which is implicitly a test run. That’s when an idea of organizing an “express” course of Business Russian appeared.

The idea of fast, intensive learning also seemed to fit the outlined target group. Unlike competitors, I decided to design a qualitatively different type of course. Often in a hurry, businessmen may not take traditional language training due to its implied length. The course, which is so short might arise their interest.

Business language courses I examined in Budapest and in the Internet take in average from 32 to 45 hours. My training program falls within these frames, but does not presume breaks of several days between sessions, during which language is little or not at all practiced.

Intensive language tuition does not necessarily mean extreme minimization of studying material. It rather aims at intensification of activity, when learners are constant-

ly involved in process of guided group interaction. Professor Kitaygorodskaya (2012), the author of method of “Activation of individual and collective capacity”, defines intensive learning as specially organized training communication, during which there is rapid assimilation of the material (mastery of the subject) and active improvement, personal development (students and teachers). Effective intensive language learning is characterized by outstanding degree of use of interaction during lessons. (Kitaygorodskaya 2012.)

For better results I chose to use immersion method during the lessons. It means that Russian language is ideally the only language used in an auditorium. All of the instructions are given in Russian. The intensive business language lessons are not about teaching grammar where profound explanations are needed, but it is an interaction course, where learners are involved in speaking and encouraged to practice verbal behavior. The level of this involvement defines successfulness of language learning (Rifkin 2003).

Having the participants with me during the whole working day is an aid to keep them immersed in using of Russian language. Relatively small amount of visitors should also contribute to better learning. The less the amount of participants, the more time and attention is paid per person. It is important for teachers to know their students individually, to learn their names and have basic idea about backgrounds. Individual approach is another way to achieve more successful learning. (Richards & Bohlke 2011, 2, 12.)

Definitely intensive nature of the course imposed certain obligations on the content of the lessons and me as a teacher. I had to be very precise and careful with information to provide and topics to cover.

2.1.6 SWOT

Before designing an event in details, SWOT analysis is performed in order to help making all relevant decision. The proper analysis helps to determine challenges, which can prevent the project from reaching its maximum potential. (Goldblatt 2005, 44-47.)

Strengths and weaknesses can be identified before the actual event by interviewing stakeholders or focus group. If the number of weaknesses significantly exceeds the number of strengths, and it is not possible to decrease weaknesses and/or magnify strengths, the event may be better reviewed or even cancelled. (Goldblatt 2005, 44-45.)

Unlike strengths and weaknesses, opportunities and threats will reveal themselves in or after the event. Nonetheless they have to be analyzed during the research stage. Opportunities are benefits arising without intentional investment into them, while threats are occurrences, which can prevent the event from reaching its maximum success. Similarly to the above SWOT components, researcher should determine more of the opportunities than threats. The latter are to be minimalized or eliminated. (Goldblatt 2005, 45-46.)

By the time of conducting SWOT analysis I had already clear vision of what and for whom I had to create. These ideas helped me explore potential and identify possible risks.

Table 1. SWOT analysis of the Business Russian course

<p style="text-align: center;">Strengths:</p> <ul style="list-style-type: none"> • Company's sufficient expertise in organization trainings and seminars • Course carried out by native speaker with appropriate educations • Interest to Business Russian in Budapest • Location and mobility • Strong promotion • Company's network (clients/partners base and connections) 	<p style="text-align: center;">Weaknesses:</p> <ul style="list-style-type: none"> • Trainer's lack of experience in teaching • Business Russian competitive courses • Hungarian language is not to be used • Teacher's lack of knowledge about business in Russia
<p style="text-align: center;">Opportunities:</p> <ul style="list-style-type: none"> • Success will ensure existence of the course • Second (or more) course developed (for different language level, or for a specialized business field) 	<p style="text-align: center;">Threats:</p> <ul style="list-style-type: none"> • Language level of participant differs a lot (English/Russian) • Participants' needs vary • Not enough participants • Not profitable

<ul style="list-style-type: none"> • Network expansion • Interest to other services (trainings) offered by Euzert Kft • Duration of the course 	<ul style="list-style-type: none"> • Training failure ruin company's image
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All in all, the elements within SWOT determined feasibility of the course. However, the conducted analysis defined a number of potential dangers and problem areas. Thus lacks of my knowledge and experience were significant weaknesses and could be eliminated only by practicing and learning. The threat of having a non-profitable course was diminished by more careful approach to budgeting and pricing.

Duration of the course was initially among weaknesses. It was assumed that spending whole working days out of business might not be appropriate for target segment. However, I looked at it from different dimension and tried to turn it into positive feature, if not strengths, than at least to opportunities. It may even play a role of a competitive advantage of the training. During several months of research I hardly met any advertisement offering similar type of course in Budapest (unless tailor-made). Busy people sometimes cannot find time for regular foreign language learning and practicing. Relevant trainings courses take minimum several weeks due to lessons distribution. My course was assumed to be an attractive alternative to businessmen in a situation, when time before they have to go to Russia/Belarus (or meet Russian speaking partners or clients) is short for taking traditional language training.

2.1.7 Competition

The analysis of competitors was one of the first and most important investigations, due to the product-nature of my event. There can be found many courses of Russian language offered in Budapest. Business Russian is held in a few places only. The lessons are offered in several companies with similar to Euzert's activities, several of language centers and studios, and in universities. The latter is not available for anybody, rather for students.

A principal rival is InterLanguage Language Centre. The institution was founded in 2003 and specializes on language education. The center offers different types of courses for various publics. Classes are taught by university teachers and language experts.

InterLanguage has intensive language courses. Their prices are higher than competitors', but they offer tailoring training programs, based on specific customers' needs. (Interlanguage 2012.)

The most competitive is the course offered by the Russian Cultural Centre (RCC). I visited the organization several times and had conversations with senior referent and a Russian teacher. As it was asserted to me, in terms of courses related to Russian language, RCC does not experience any competition at all (Harina 2013). They certainly possess competitive advantages over others. Without heavy promotion the center attracts major interest, and is considered to be the main source of Russian related issues. As for the business Russian course, RCC offers low price, highly qualified teacher, years of experience, own reputation, and international certification. The courses are held several times a year and usually full participated (Harina 2013). Its duration is 32 and 64 academic hours distributed into 8-16 weeks (Russian Cultural Center 2012). The teacher of the course, Dr. Zoja Fodor, has issued several books of Business Russian language. And even though she does not have any business education (Harina 2013), her works are widely used, for example, in universities as textbooks of business Russian programs (University of Szeged 2009).

The fundamental difference of my course is that approximately the same amount of information and studying hours are distributed within a short period of time and learners do not have breaks of several days between studying sessions.

My course content differs from others, because I omitted topics, like "Vacancies", "Resume" and "Job interview". My target audience is people, who are not looking for employment. The aim of participants is to know Russian for exploring opportunities in the businesses they are already engaged in. On the other hand, the course contains a topic I did not detect in other courses description – "Visa to Russia". We believe this information is important for the targeted segment.

2.2 Design

Design is the second key phase in Event Organizing process. At this stage brainstorming, as an aid to event development process, is highly recommended. Event managers, stakeholders, participants, interested committees are encouraged to exchange their views, as it is a critical component of event planning (Damster & Tassiopoulos

2005, p.106). The results of these sessions are combined with conclusions generated from feasibility and need analyses. (Goldblatt 2005.)

Design phase comprises various components and touches upon factors to be considered. They include budgeting, program planning, time framing, locality considerations, and so on. (Goldblatt 2005.). As a result of design stage the final product should:

- satisfy sponsors and business requirements,
- function as it was intended,
- be produced within quality standards,
- meet time and financial limitations (Mehndiratta 2008, 215).

I was the only member of my event management team, but all of the designed elements and important decisions, which I made regarding the training, were reconciled with the commissioner before further processing.

2.2.1 Target audience

The considerations on whom sell the event-product to, urge event manager to outline potential buyers or visitors of the event. Carefully planned audience maximize outcome of the project and increase benefits. Kinds of activities during event program need to correspond to target market's needs (Damm 2011, 40). Three main types of the target groups are the following:

- end-users or people who will use the final product of the project
- decision-makers, or the group of actors, some of which may be initializers of the project
- supporters, interested parties, stakeholders, in other words those, who are interested in the final project being accepted by decision-makers (Chatuverdi, 22).

Target audience varies according to the type of an event. Thus target segment of a training program should be people, who require or are interested in skills the course aims to develop. (Hoyle 2002, 35.)

In case of my course we had to define the target segment as early as possible in order to proceed with further consideration. As our customers we outlined people involved in business with Russia, travelling or planning business trips to this country, which may need/want to improve the language skills or obtain additional knowledge about Russian business culture in a limited period of time. Need of participating in trade fairs or meetings with Russian speaking counterparts can appear short time before actual events. Thus businessmen may be more interested in taking in the described type of course.

Another important decision we made regarding customers was their level of language proficiency. The training implies participants who can operate in basic Russian. The lessons were developed to improve lack of practice, expand business vocabulary and help achieving the smoothness of speech. I also took into consideration the fact that there are a lot of Russian courses in Hungary and Budapest in particularily, where people can obtain elementary level of language proficiency.

At this point it is also necessary to tell about the amount of learners the course could accomodate. Room capacity allows having 17 participants at a time. Some of Euzert's trainings may be held for this many visitors. Maximum amount of people in the case of Business Russian is dictated by the educational nature of the course. Every participant has to have time to practice during lessons, because involvement in actual speaking is the priority of the course. Thus maximum size of the group was defined to be twelve persons. The minimum limit of five participants was justified by financial considerations. Break-even point is achieved in case of four participants.

2.2.2 Program considerations. Material

Design stage also includes program planning and agenda (Goldblatt 2002). As soon as the bases for event are defined, detailed agenda is carried out. Elements depend upon the type of an event. Events with embodied educational role typically have tight agendas to ensure program elements keep to schedule (Getz 2007, 147, 224).

Process of program design typically starts with an idea generation or considering existing programs (Getz 2007, 224). I referred to existing practices. Many language centers and universities all over the world offer intensive language courses. Their descriptions do not differ drastically and can be found in booklets or on webpages of those

institutions. A lot of centers, specializing on languages education, promise to tailor topics and activities, according to business needs.

I base my course on a book called “ABC for Businessmen: Intensive course” by L. I. Yeryomina, S. N. Lyubimtseva and B. M. Tarkovskaya. It is the fifth edition of “ABC of Russian Business” issued in Moscow in 2006.

When searching for course material, I checked a number of study books, offered in a library on Russian Culture Centre in Budapest. The study book I finally chose seemed to ideally fit the nature of the course I outlined. It is aimed at business people, who need to practice Russian in a business field. The majority of information in the book is translated into English. It was certainly an additional advantage, as I assumed this language was going to be assisting if misunderstandings occur within interaction during lessons.

The book is subdivided into five parts. These parts are united by single plot: delegation of American businessmen comes to Moscow for a 5-day visit. Among the reasons for the visit are conducting negotiations, signing contracts, discussions on joint venture. Each subdivision corresponds to one day in Russia. Story starts from situation on a plane to Moscow, finishes by checking out of hotel and farewell to Russian partners. Students become participants of the events described in the book. It helps them to stimulate verbal behavior in various situations of business and daily communication. (Yeryomina, Lyubimtseva & Tarkovskaya 2006, 3.)

I found the structure of the book to be applicable to the course I was developing. Each of five study days can match one of the day-division of the book. This does not interrupt the logic of narrative and sequence, thus participants can feel themselves involved in real atmosphere of real time actions. Topics covered in the content are universal and can be found in the majority of business Russian courses.

The book’s organization presents major text-polylogue and few other blocks like “A. It May Come in Handy”, “B. You May Find It Interesting”, and “C. You Need It”. This system allowed me to prioritize the importance of information and put stress on more relevant material. The themes discussed in the book are very practical and important to know, and they comply with the learning objectives of the course. Apart

from actual business situations, everyday life dialogues, there is also a lot of interesting additional information and useful grammar and vocabulary blocks.

Even though the book I chose to be primary source of course material includes some tasks, “Check yourself!” blocks and crossword puzzles, I found an additional handbook, which contains a number of useful business and commerce related exercises and tests. The tasks in this manual well fit the topics from the main textbook. The test book is developed for slightly higher level of language proficiency, than the base course book. It is important that learners are given tasks, which are a little bit more complicated, than the ones they can easily cope with; however too difficult exercises may discourage and students fail (Rifkin 2003). It is advised to create bases for achievement rather than insufficiency by offering tasks of a suitable level, which will have “take-away” value. It means that after a class learners should feel that they bring something out of it - new knowledge. (Richards & Bohlke 2001.)

I should mention that originally my main course book implied more academic hours than the ones I possessed for the course, thus, when writing syllabus and lesson plans, I had to modify the material. I cut some dialogues and texts, and omitted certain blocks of information, which I found to be less relevant.

2.2.3 Program elements

During content consideration event managers should perform thorough research into the topic or themes (e.g. in case of seminar) to insure they are up-to date with the most significant developments in a particular subject, and work out appropriate agenda (Chaturvedi, 21).

Business Russian course starts at 9.00 and finishes at 17.00. Studying lesson is 45 minutes long. So there are 9 studying hours per day and 45 - per week. There are several 10-minutes breaks during the studying day, one optional 5-minutes-long break before the last lesson, and a lunch break in the middle of the day, which takes place at 12.10 and lasts 50 minutes.

Studying hours distribution is the following:

- 9:00 – 10:30 (2 studying academic hours)

- 10:40 – 12:10 (2 hours)
- 13:00 – 14:30 (2 hours)
- 14:40 – 16:10 (2 hours)
- 16:15 – 17:00 (1 hour)

Each Studying day contains:

- Topic presentation
- Dialogues and polilogues
- Discussions
- Vocabulary
- “Memorize” structures
- “Act out” situations
- “Check yourself” exercises
- Block of information related to Russian business or Russian business culture and etiquette

Major programme is based on Yeryomina, Lyubimtseva and Tarkovskaya (2006), information blocks are from the same book, as well as from Lebedev & Petuhova (2002) and Internet. Excercises are taken from Yeryomina, Lyubimtseva and Tarkovskaya (2006) and from Test practicum of business Russian language (2006). Training program can be found as Appendix 1. One topic stands out from traditional content, and it is “Visa issues”. This information was not in any of the textbooks. During research, target group representatives brought out their interest in this knowledge. Moreover, our course is associated with preparing for trips to Russia, and the topic about visa (duration, application, types, and so on), appears to be of high importance.

In simplified embodiment my course program for 5 days looks like following (inverted commas denote dialogues – the main building elements of the content):

Day 1. *Getting to Russia. Business correspondence. Information blocks “Business in Russia”, “Visa issues”*

- Introduction. Course objectives
- Acquaintance. “On the board of the plane”

- “Going through passport control”, “Going through the customs”
- “In the lounge”,
- “On the way to hotel”, “In the hotel lobby”
- “In the hotel room”
- Summary. “Check yourself” block.

Day 2. *Agenda. Telephone conversation. Information block “Russian business culture”*

- ”In the office of the director general”
- ”Program of stay of delegation in Russia”
- ”Telephone conversation”
- ”In the theatre”
- ”At the railway station”, ”On the train”
- Summary. “Check yourself” block.

Day 3. *Business activities. Business meeting. Information block “Joint venture and Investment”*

- ”In the morning in the train”
- ”At the machine-building plant”
- ”In the Gostyiny Dvor”
- ”At a café In Nevsky prospect”
- ”In the street”
- ”Business meeting at the “Pribaltiskaya” Hotel”
- Summary. “Check yourself” block.

Day 4. *Negotiations. Contract. Information blocks “Ethics and etiquette” and “Tax system”*

- ”In the car”
- ”In the hotel lobby”
- ”At the exhibition”
- ”After the visit to the exhibition”
- ”At the talks”

- "After the talks"
- "Making a new appointment"
- "At the "Aeroflot" office in the "Russia" hotel"
- "Telephone conversation"
- Summary. "Check yourself" block.

Day 5. *Menu. Business documentation. Terms of payment and delivery. Information block "Banking system"*

- "In the hotel lobby"
- "At the reception desk"
- "On the way to the office"
- "In the office"
- "At the restaurant"
- Summary. "Check yourself" block.

2.2.4 Timing

Timing, as a next element of event design, has to be carefully thought over, because it is one of the facts directly related to successfulness of an event. Timing is not only about confirming visitors' attendance, but also about external factors analysis, e.g. what else is planned for that time of the month/year, should event take place on working days or days off, weekends, holidays. (Allen 2008, 58-59.)

Just like with budget, time planning starts with working backwards, i.e. defining time of the year, month, days of week. Event managers create layout of the event timing (for instance, including move in, setup, rehearsals, day of, and move out requirements) in order to assess planning and preparation time allocation. (Allen 2008, 60.)

At the stage of design the course beginning was not attached to a specific day. However, the lessons had to be launched before August 2013. This would allow the company correcting its activities (like vacations, programme and other considerations). Euzert's business depends on the time of year. There are months of high activity (e.g. April), as well as time for decline. Thus during summer the company has very few or even none (like often in August) seminars going on. This is due to the fact that people

are on vacations and holidays. August in Hungary in general is least working time. There is also a very big national holiday at this time of the summer. At the 20th of August the foundation of Hungary is celebrated. People (citizens and tourists) use the end of summer to rest, enjoy and celebrate in order to start working more intense since the beginning of autumn. (Csida 2013.)

Starting with September the company gets a lot of orders and begins planning its working year. Some of the enquiries come for winter and even spring, thus company can see initial tendency for several months in advance and takes care of working calendar.

Euzert's seminars and trainings usually take from 2 to 6 days. There are few programs, which may last longer. Classes start at 9:00 and end at 17:00. There is a one-hour lunch break at 12:00. During this hour visitors normally go to a small restaurant, located close to the office.

According to the number of courses I checked, the duration of intensive business language studies varied from several days to several weeks. My course was developed to take five business days from Monday to Friday. The commissioner company sometimes practices test appointments for Saturdays, while Sunday is always off. As I was not going to offer a final test at the end of the course, rather give tasks during or after each of the studying days, initial project of the course did not imply to last more than five weekdays.

Timing in my case was also and in major degree about time organization within the lessons. McArdle (2010, 81, 85) advises define and write down duration of all topics. Time should be distributed the following way:

- 10% - introduction or switching to a new theme
- 70% - presenting topic's content (including both delivering the material and exercising)
- 20% - summing up (McArdle 2010, 85).

2.2.5 Budgeting and pricing

Even a small event demands serious financial investing. Financial issues arise after the objectives of the event have been set up. It is vital to know in advance how much mo-

ney can be spent on a proposed event. It will influence project's design and style. In order to understand what can be included and what not, anticipated budget is created according to event's vision. (Allen 2008, 5-6.)

It is worth having an Excel sheet with preliminary costs and monitoring them throughout the entire planning. At the design stage items within wish list of inclusions may be changed, reprioritized or replaced in order to fit proposed budget. For example, cheaper alternatives can be found, suppliers reconsidered, or needs revised. However event managers aim at creating memorable event, thus they have to make sure to do their best to achieve it. (Allen 2008, 41-42.)

In order to avoid negative surprises, cost sheet is modified and updated as soon as any changes occur. Received bills require careful inspection for mistakes or incorrectness, before they are paid and included to budgeting update. Item in a cost sheet will be added and subtracted. During move from planning to staging, inclusions may be changed. For example, it is decided to offer additional drinks to visitors, as time frames expand. (Allen 2008, 43-44.)

In establishing the pricing strategy for an event, an organizer will account for two cost categories:

- Fixed costs – those that do not vary with volume of visitors (in my case – rental, maintenance, electricity, telephone and other office expenses, salary)
- Variable costs – those costs that vary with the number of visitors (study materials, food and beverages) (Bowdin et al. 2006, 213).

Another division of expenses in event industry defines:

- direct costs (no matter fixed or variable, directly associated with the event)
- overheads (costs associated with the running of the event company).

The direct expenses are the major ones for event budget and have to be prioritized for monitoring and checking (Bowdin 2006, 308).

Traditionally Euzert establishes prices for its trainings based on the amount of hours they last. Lecturer's salary is calculated by hours and may vary according to her or his

requirements, qualification, popularity and difficulty of the subject she or he teaches. Own interest of Euzert depends on the expenses the company bore.

Costs associated with my course are:

- direct fixed - teacher's salary
- direct variable - study materials (prints and copies) and additional snacks and beverages
- overheads or Euzert's regular monthly expenses include (rent, taxes, workers' salaries, marketing, telephone, electricity, other and maintenance administrative costs)

Apart from these costs, when considering costing of the event, planner needs to check the prices of competing experiences (Bowdin 2006). The rivals' prices were the following:

- Russian Cultural center offers Business Russian course €77 (for 32 academic hours within 8 weeks)
- INTERLANGUAGE language center established a price of €293 (for regular 32 hours within 8 weeks and €276 - for intensive courses)
- SZAMOVAR language school priced its courses for €205 (for 40 hours course within 10 weeks)

Bearing in mind the necessity of being competitive on a market, and taking into consideration Euzert's expenses, final price we established was €230 for a 45-hour course, held within one week. This is one of the lowest offers among Euzert's trainings. My teaching compensation was established lower than average for lecturers, due to the lack of expertise. In order to cover costs and obtain profit of inferior limit, minimum amount of participants was determined to be five persons.

2.2.6 Location

The selection of event's site is of the prime importance, as it can either contribute to success or ruin its image. However, as far as event manager has clear vision of the event and determine space requirements, choosing the right location is much easier.

When in right place, skilled planners can feel it, visualize the event; their sixth sense suggests the venue is a perfect fit. (Allen 2008, 80-83.)

Event managers also need to check for other happenings taking place in the same venue at the same time (e.g. in a neighbor room), and if so, consider how they will affect the event (Allen 2008, 23-24). In order to understand and define space requirements, a vision walk-through should be performed. By this time event managers have a clear picture of what they plan to do. For example, if there is a need for a certain ceiling height to accommodate audiovisual equipment, it should be precisely reflected in the location requirements. It is better to scale down within the place, than try to perform in an inadequate condition after the contract is signed. (Allen 2008, 90.)

The Business Russian course does not require any special venue arrangements, various from Euzert's regular practices. The company accommodates its training courses mainly in their own office. There is a big conference room, where the majority of lessons are held. There are also two offices, which are usually occupied by employees. These two rooms can be turned into seminar rooms for small groups. In this case the furniture is rearranged and additional equipment, like projectors and screens, is installed. The employees can move to utility premises. However the company plans its activity and schedule trainings in a way, that there are not more than two courses at a time. Most of time there is only one studying activity going on.

In case a firm wants to have a course at their premises and invite a teacher to give her or his course for a number of workers within organization, Euzert organizes in-house courses. The manager pays a visit to the firm's or sets out conditions by phone. The customer is responsible for venue arrangements, while lecturers take care about course materials and handouts. In my case I would need to supply participants with printed study material.

2.3 Planning

Planning is the next and third stage of the event management process. Due to components it contains, the phase directly affects success of the event. (Goldblatt 2005). It is the stage, where major changes and plans revised (Bowdin 2006, 269).

We moved to planning phase when all of the design elements had been decided and reconciled. It was the time for presenting my product to stakeholders and, after direction's approval, starting a promotion campaign.

2.3.1 Critical path

Scheduling is one of the first things event manager gets involved in from the very beginning, when it is decided to have an event organized. With time, schedules transform into critical path, which helps ensuring that manager is stuck to plan. (Allen 2008, 48.)

Critical path is a to-do checklist, which may contain various timelines and schedules, location and suppliers requirements and so on. It aids bringing event plan to reality. Specification, details and accuracy in creating critical path, as well as planner's sticking to timelines, contribute to more successful event realization. (Allen 2008.)

By the time of setting up a critical path event manager already possesses necessary knowledge from contracts, budget summary and correspondence. This information is systematized and placed in checklist in a way, which basically helps to understand who is supposed to do what, where, by when. (Allen 2008, 73.)

Critical path can be outlined manually or with help of the computer. The latter is more convenient in a way that changes (e.g. correction, additions, subtractions) are applied easier. (Allen 2008, 73.) With the use of computer it is also easy to make one's critical path more visually attractive and practical. Event planner can modify, prioritize information by using various fonts, colors, tables, underline, and highlights. Data expansion is more simply performed, because computer store correspondence, suppliers' and contract details, as well as different information, which should be included in critical path.

Usually a critical path activity begins with sorting and distributing information under headlines laid out in month and date order. It starts with heading of the months from contract time to event day. Two months prior to the date it breaks down into weeks, the last week – into days, and the last day into periods (e.g. morning, afternoon, two hours before event, teardown, etc.). As soon as it is all visually laid down, event manager can detect any collisions, overloads, and timely take care of them. It is vital to

build in to critical path layout planner's own business and personal commitments in order to specify trouble areas and predict improper performance. (Allen 2008 74, 77-78.)

In planning the course I did not largely depend on anybody, except myself. The following is the activity connected to the preparation of the Business Russian training. Based on this description, preparation of other courses can be made more productively (in terms of time and efficiency). This list shows the time consumption of the stages.

In October 2012 I received an offer to design a business Russian course in Budapest, Hungary. After discussing requirements and agreeing on conditions, the working process was initiated.

November 2012 (five months prior to course promotion) – initial research. In November 2012 I conducted primary investigation, held a conversation with potential target segment (people, who were doing business with Russia and Belarus) and agreed to start the course organization. On 15 November Euzert applied for accreditation of Business Russian course and received permission in two weeks.

December 2012 – research. In December 2012 I kept on investigating prerequisites of launching Business Russian course, from both historical and contemporary points of view. I also started to check competitors in the market. At this time I had my first visit to Russian Cultural Centre in Budapest.

January 2013 - design. During my visits to Russian Cultural Center I searched for and got the books to base the course on. I also had an opportunity to get information about my main competitor and its activity.

February 2013 - design. I came up with an idea of intensive training and started to work on the content.

March 2013 – from design to planning. In March I started working on detailed lessons planning. The topics were based on the textbook, which I mentioned above. I searched for the tasks and excersises to be included in each working day, as well as blocks of information on Russian business and culture. At this time I also translated Euzert's feedback form.

April 2013 – promotion. After the presentation of the course to the commissioner, the marketing activity started. The advertisement was created based on the programme of the course. In two language it was placed on the 8th of April on the Euzert’s official website, among other trainings. I developed an English version (it can be found in Appendices – Appendix 2), which was translated into Hungarian. Apart from syllabus, the course description also contained benefits of the training, goal of the course, target group and terms of appliance (participants’ level of language proficiency), and lecturer’s qualifications. At the end of the page with the course specifications, there were mentioned prices, hours, terms of payment, and special offers.

”Special offers” is a traditional Euzert’s practice. The price is 10% less if the application and payment are made 2 weeks prior to the course beginning. Another discount of the same value is offered if the customer has already participated in Euzert’s trainings or seminars. (Csida 2013.)

April 2013 was the time when the course was ready. It means it took almost half a year to prepare the product.

2.3.2 Marketing

Internet marketing should be one of the first and main concerns, when considering advertising an event (Goldblatt 2008, 285). It is a mainstream and substitute of traditional promotional and marketing communication activity. E-marketing allows being competitive at the market, because it does not make a considerable difference between rivals, which are various by size. Another advantage is that by offering a purchase (registration, materials) by internet, companies can save substantial financial resources. (Goldblatt 2007, 297.)

An event planner has to bear in mind that the significant challenge in electronic commerce is a matter of security. In case payment is offered to be made online, personal and financial information of a customer is the most important priority issue. To ensure the protection, management of this problem should be in hands of professionals. (Goldblatt 2007, 297.)

Promotion of the course was carried out by means of website advertising and direct marketing. After one week since the course description was placed on the Euzert’s

website, emails were sent to more than five thousand companies (5,350 businesses). Addresses were taken from Euzert's database. In 2006-2008 the firm had its own call-center. The work of this call center developed the company's database and it amounted to more than fifty thousand businesses. The database included enterprises and organizations, which ever planned or experienced using Euzerts services, as well as those, who agreed to provide their contact details for Euzert's mailings and newsletters (i.e. showed interest). The emails with the course offer mainly were sent to the firms, which were involved in the main business sectors of cooperation between Russia and Hungary, i.e. energy sector, tourism and hospitality, transportation, and pharmaceuticals, as well as to international companies, located in the North-East of Hungary, close to the Ukranian border. The choice of business was determined by the importance of reaching the target segment, while marketing (Goldblatt 2007, 297).

By database marketing we were protected from the main disadvantage of direct mailing, when people assess letters as "junk" mail. However Euzert's e-newsletters often fall victims of protection-against-spam technologies.

Within the first day after emailing, significant amount of letters returned back with an "error" mark. The amount of undelivered e-letters was 37% or 1980 pieces. This amount can increase maximum to 38%, because 99% of errors are detected within several hours after sending. The solid Euzert's database is almost five years old, and there have been drastic changes in businesses since its last update in 2008. If in 2009 number of unreceived emails was 10%, in the beginning of 2013 it amounted to 35%. Having a new database with fresh information would cost for the company around thirty thousand of euro (establishing new call canter, salaries, software and various other costs). (Csida 2013.)

The text of the email contained description of the course, mentioned the advantage of having the whole language training program taucht within 5 days, and offered to get more details or registration by followint the link. Email also contained Euzert's registration privacy ID and accreditation number, as well as contact details. At the end of the e-mail there was an information block, where it was written, that the message was intended only to the above named recipient, unauthorized use prohibition, and there were instructions for those, who would not like to receive emails. The email appearance can be found in Appendix 3.

The efficiency of this type of promotion is evaluated by the number of "clicks", made on the link. Euzert monitors the statistics of how many people followed the link, thus expressed their interest in the course.

Due to unrelated to promotion reasons, the beginning of the course had to be scheduled for three months later, after the marketing of the event by the website and promotional advertising had started. We believed this time would help us to reach broader audience.

Additional time also creates more opportunities for promotion. For example, in its marketing practice Euzert uses SEO or search engine optimization. The SEO is a process, which allows having the website top-ranked, when specific keywords are entered in major search engine, e.g. in Google (Jones, 2010). Euzert's services are offered on the first page of Google search results, when people are looking for trainings in Budapest; of course, if the training a person is looking for is among Euzerts offers. By analyzing feedback forms back in 2005-2008, which contained a question about which search engines participants had used to find out about trainings, the company found out that 90% of respondents specified Google. In 2011 Euzert worked with IT consulting firm, which taught the company SEO techniques. (Csida 2013.)

When, for example, the company spotted a need for Lean Kaizen Management trainings, it bought a domain name "lean-sigma.hu" and engaged in search engine marketing (Csida 2013). The training offer appears among top searching results in Google and is constantly in demand.

The same practice will be applied to Business Russian course promotion. If somebody is looking for a business Russian language training in Budapest, the Euzert's offer will appear among top ones.

Having the course started in July may attract participants of traditional Russian courses. At the end of May 2013 Russian Cultural Center will have fresh graduates of their 16-week long Russian language course, and in June people taking intensive Russian course will finish the program (Russian Cultural Center 2013). After obtaining basic Russian, students may want to upgrade its proficiency in a Business field.

2.4 Coordination

Event coordination is a complex stage, which requires from event manager both logic and anticipation. By this moment the planner possesses all of the necessary information on the event. At this phase it is important to think the whole process over and through. (Goldblatt 2005, 169.)

Implementing of the event will basically be a delivery of the course program (Appendix 1). The program needs to be long enough to let participants obtain new knowledge and skills. In given time frames the content has to be organized in a logical manner. When defining timing for each element of the program, the organizer has to be realistic about measuring how much information the element may include. If during implementation time is running out, it is important to prioritize and cover the most critical points. (McArdle 2010, 208, 214.)

McArdle (2010, 215) advises to prepare lecturing notes a few day before delivering the training and print the agenda in order to track one's own performance. The day before event it is worth checking technical equipment a trainer is going to use, set up training room, organize essentials for coffee breaks. The last, but not least, a planner has to make sure that there is enough of study material for all of the visitors, and check for any missing pages. If there is an opportunity, teacher should rehearse and practice her/his narrative. Words have to be carefully chosen, but a speaking style needs to be natural. The longer the training is supposed to last, the more time is spent for practice of delivering one's message. (McArdle 2010, 215-216.)

It is important to maintain friendly atmosphere in the class. In a more relaxed atmosphere, participants can ask questions and learn from each other. Adult learners should be facilitated rather than taught. They have to feel some degree of control over their own learning process. All the participants differ. They possess different knowledge, use different learning styles, and have various experience and career objectives. Bearing this background diversity in mind, the task of the trainer is to create comfortable atmosphere and positive climate. (McArdle 2010, 214-215.)

2.5 Evaluation

Event evaluation is the process of critically observing, measuring and monitoring the implementation of an event in order to assess its outcomes accurately (Bowdin 2006, 413). The evaluation phase is often underestimated. However, in reality this stage is the main means to define if the event has been successful and event planners have reached their goals. Feedback is important to be provided. It is used to determine problem areas and defects of the event, as well as offer ways of improvement, especially if the event is planned to be repeated. (Bowdin et al. 2006, 134.)

Shutdown plans are created during the planning phase, and the shutdown ideally is the implementation of these plans. Shutdown includes preparation for the next event. It is this phase that the success of the management system is evaluated and the baseline plans or templates created for future events. (Bowdin et al. 2006, 270.)

Euzert has a feedback form, which they offer to participants. This form helps understanding of potential and existing problem areas, as well as evaluating customers' satisfaction. Often feedbacks influence further cooperation between the company and a lecturer.

One of the Euzert's workers helped me to translate their feedback into English. After that, I translated it to Russian. English version was presented to the direction, while the Russian one was prepared for the Business Russian course assessment. The feedback form is Appendix 4.

Successfulness of the course will also be defined by the measurement of extent, to which objectives are reached. My goal is to ensure that after the course is over participants can manage themselves in conversations in Russian, including more complicated business-related topics. I will be able to measure comprehension and monitor improvements during the course, by offering the visitors to take part in discussions, "act out" situations and written tasks.

3 CONCLUSIONS

My objective of the thesis was to apply event management theory to the course designing. I can consider it a successful intent, because the theory covered entirely and even more, than what was necessary for me for the course creation.

By the time I had to summarize my thesis, Euzert's statistics calculated the amount of "clicks", people made after receiving our newsletter. Within one week information about Business Russian course was retrieved 83 times. This is 2.5% out of 3,317 delivered emails. Managing director positively evaluated this index. During the first week of promotion we did not receive any calls. Neither was any registration made. But since the course beginning will be only in several months, we could not judge based on this information. There is sense in sending this letter again at the beginning of summer. Certainly Business Russian course will have more promotion. And we have time, ideas and resources for this.

Event though I did not have an opportunity to describe implementation of the event, I have to agree with Mehndiratta (2008, 1), who declared that planning an event is an event itself.

Working on this project has brought me a profound experience and knowledge. I tried on a hitherto-unknown-for-me role of an event planner. Hopefully in nearest future I will start my career in the field of business language teaching. It was discussed at the very beginning of my negotiations with the employer, that after I am done with preparing the business Russian course, I can engage in designing of Business English training. But this will already be a totally different project. So far I have to dive into learning of Hungarian language myself. It is not only necessary for me because I decided to stay and live in the country, but it will also be necessary for my working activity. Knowing Hungarian will open for me new opportunities for improving of my teaching proficiency.

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Appendix 1/1. Course programme

Business Russian language training

Program objectives:

developing participants' conversational skills
 expanding participants' business and everyday life vocabulary
 introducing participants to major business-related subjects, they can encounter when going to Russia
 improving participants' reading and writing skills
 familiarizing with characteristics of business in Russia and Russian culture
 learning business correspondence (e.g. business letter) and documentation (e.g. invoice)

Day 1.

- 9.00-10.30 a. Introduction. Course objectives. Getting to know each other (15 min)
 b. Information block "Visa issues". Vocabulary. Question and Answers (40 min)
 c. Course structure. Day objectives. Dialogue 1. "On the board of the plane" (35 min)
- 10.40-12.10 a. Dialogue 2. "Going through the passport control"
 b. Dialogue 3. "Going through the customs"
 c. Vocabulary. "Memorize" structures. "Act out" situation
- 12.10-13.00 Lunch break
- 13.00-14.30 a. Information block "Business in Russia". Vocabulary
 b. Dialogue 4. "In the lounge"
 c. Dialogue 5. "On the way to hotel"
 d. Dialogue 6. "In the hotel lobby". Vocabulary. "Memorize" structures.
- 14.40-16.10 a. Dialogue 7. "In the hotel room"
 b. "Check yourself" block
 c. Business letter 1
- 16.15-17.00 a. Business letter 2
 b. Summary

Day 2.

- 9.00-10.30 a. Dialogue 1. "In the office of the director general" general"
 b. Program of stay of the delegation in Russia
 c. Vocabulary
- 10.40-12.10 a. Dialogue 2. "At the hotel lobby"
 b. Dialogue 3. "Telephone conversation"
 c. "Memorize" structures
 d. "Act out" situations
- 12.10-13.00 Lunch break
- 13.00-14.30 a. Information block "Russian business culture"
 b. Dialogue 4. "In the theatre"
 c. Exercise
- 14.40-16.10 a. Dialogue 4. "At the railway station"
 b. Dialogue 5. "On the train"
- 16.15-17.00 a. Summary
 b. "Check yourself" block

continued

Appendix 1/2. Course programme

Day 3.

- 9.00-10.30 a. Dialogue 1. "In the morning in the train"
b. Dialogue 2. "At the machine-building plant"
c. Vocabulary
- 10.40-12.10 a. Dialogue 3. "In the Gostyiny Dvor"
b. Dialogue 4. "At a café In Nevsky prospect"
c. Dialogue 5. "In the street"
d. "Memorize" structures
- 12.10-13.00 Lunch break
- 13.00-14.30 a. Dialogue 6. • "Business meeting at the "Pribaltiskaya" Hotel"
b. "Memorize" structures
c. "Act out" situation
- 14.40-16.10 a. Information block "Joint venture and investment"
b. Vocabulary
- 16.15-17.00 Own business presentation

Day 4.

- 9.00-10.30 a. Dialogue 1. "In the car"
b. Dialogue 2. "In the hotel lobby"
c. Dialogue 3. "At the exhibition"
d. Dialogue 4. "After the visit to the exhibition"
- 10.40-12.10 a. Vocabulary
b. "Memorize" structure
c. Dialogue 5. "At the talks"
d. Dialogue 6. "After the talks"
- 12.10-13.00 Lunch break
- 13.00-14.30 a. "Act out" situation
b. Contract. Vocabulary
c. "Dialogue 7. "Making a new appointment"
d. Information block 1. "Ethics and etiquette"
- 14.40-16.10 a. Dialogue 8. "At the "Aeroflot" office in the "Russia" hotel"
b. Dialogue 9. "Telephone conversation"
c. Summary
- 16.15-17.00 Information block 2. "Tax system"

Day 5.

- 9.00-10.30 a. Dialogue 1. "At the hotel lobby"
b. Dialogue 2. "At the reception desk"
c. "Memorize" structures
d. Dialogue 3. "On the way to the office"
- 10.40-12.10 a. Dialogue 4. "In the office"
b. Dialogue 5. "At the restaurant"
c. Menu. Vocabulary

continued

Appendix 1/3. Course programme

d. "Memorize" structures

12.10-13.00 Lunch Break

13.00-14.30 a. "Act out" situation
b. Information block "Banking system"
c. Terms of payment. Vocabulary

14.40-16.10 a. Business documentation
b. Abbreviations
c. Terms of delivery. Vocabulary

16.15-17.00 a. Summary. Q&A
b. Feedback

Appendix 2. Course description on Euzert's website

Tender	Quality Issues	Projectmanager	Accounting
IT	E-learning / Language courses	Management	OKJ courses

Intensive Business Russian Course

Kedvezménykalkulátor

A kedvezmények kalkulálásához be kell lépnie!
Ha még nem regisztrált, akkor a felső menüben megteheti.

Goal

At the end of the course participant will be able to manage him/herself in business trips to Russia.

Benefits

Full program of Business Russian training is held within 5 days. Content covers all of the most important business matters. It also contains information about Russian business culture.

Who is this for

The course is developed for people engaged in business with Russia or Russian speaking partners (clients, suppliers).

Terms of appliance

Minimum basic level of Russian language proficiency. English can be used as an intermediary language.

Lecturer

Anastasia Zykova is a Russian native speaker. In 2007 Anastasia graduated from philological department of Pyatigorsk State Linguistic University (Russia) as a teacher of Russian language and Russian literature. She is also a graduate of Kymenlaasko University of Applied Sciences (Finland), Bachelor of Business Administration.

Syllabus

Day 1.

- Welcome. Introduction
- Visa issues
- At the airport (passport control, customs)
- At the hotel
- Business correspondence

Day 2.

- In the office
- Telephone conversations
- In the theatre
- At the railway station

Day 3.

- At the plant
- At a café
- Business meeting

Day 4.

- At the exhibition
- Negotiations
- Contract

Day 5.

- At the restaurant. Menu
- In the office. Business documentation (invoice, bill of lading and so on)
- Terms of delivery
- Terms of payment

Előzetes tudásszint felmérése:

Az Euzert Uniós Továbbképző Kft. a 24/2004. (VI.22.) FMM rend. 4. § (1) bekezdése szerint díjmentesen biztosítja ügyfeleinek az előzetes tudásszint felmérését, mint felnőttképzési szolgáltatást.

Amennyiben erre a fenti képzésünk esetén igényt tart, kérjük küldjön levelet az info@euzert.hu-ra. Levelében a képzés címét is jelölje meg. Válaszlevelünkben a szintfelmérés módjáról és mikéntjéről is tájékoztatjuk.

Intensive Business Russian Course		more	0 person	↓	kosárba
Date: 2013.07.22-26	Price: 67.000 Ft + ÁFA				

A megrendeléshez be kell jelentkeznie! Adja meg az e-mail címét, és a jelszavát!

e-mail: Jelszó:

Ha még nem regisztrált, akkor ITT megteheti.

Appendix 3. Direct e-mail (Hungarian)

Tisztelt #NEV!

Ha Önnek már vannak, vagy a közeljövőben lesznek orosz, vagy oroszul beszélő üzletei partnerei, vagy üzleti útja lesz Oroszországba, és ezért szeretné felfrissíteni vagy kiegészíteni orosz nyelvtudását, de nincs ideje egy több hónapos tanfolyamra, akkor ajánljuk Önnek Intenzív Gazdasági Orosz tréningünket. 5 napos kurzusunk a legfontosabb gazdasági témákra fókuszál és a legjobban használható, leggyakoribb üzleti kifejezésekből építkezik.

Oktatónk orosz anyanyelvű, gazdasági végzettségű nyelvész. Az órákon magyarul nem szólal meg, főleg oroszul, de szükség esetén angol nyelven ad magyarázatot a felmerülő kérdésekre, ezért a tréningen bármely anyanyelvű hallgató részt vehet, aki alap orosz nyelvtudással rendelkezik.

Tovább információ és jelentkezés:

www.euzert.hu/intenzivuzletiorosz.php

Cégünk Akkreditált Felnőttképző Intézmény, akkreditációs számunk: *NN*.

Üdvözlettel:

János Imre

EuZert Kft.

[+36 1 413 09 05](tel:+3614130905)

info@euzert.hu

www.euzert.hu

Ez az üzenet kizárólag a fent megnevezett címzettnek (személynek vagy cégnek) szól, a bennük foglalt információk bizalmasak és/vagy személyre szólóak. Jogosulatlan személyek nem olvashatják, továbbíthatják, nem dolgozhatják fel, illetve nem érezhetik magukat megszólítva. Amennyiben ezt az üzenetet tévesen kapta meg, kérjük, semmisítse meg annak tartalmát (beleértve az esetleges melléklete(ke)t is)! Az e-mail címet munkatársaink gyűjtötték az interneten, illetve központi számon, érdeklődésünkre kaptuk. A cím felépítése alapján ítélve, nagy valószínűséggel nem természetes személyhez kötődik. Az ilyen címekre küldött elektronikus hirdetések a 2009. január 1-jével módosított 2001. évi CVIII. törvény és a hozzájuk a Nemzeti Hírközlési Hatóság, valamint az Adatvédelmi Biztos Hivatala által közreadott állásfoglalások szerint megengedettek.

Ha nem tartanak igényt leveleinkre, kérjük írjanak egy levelet a lemondaskukaceuzert.hu címre, az üzenet tárgya az Önök mail címe legyen!

Appendix 4/1. Feedback form



ID: Fny-02

Survey for Participants

Version: 1

Dear Guest!

Accurate information is the key to success. It is very important for us to evaluate your satisfaction. Please help us by completing this survey, so that we keep on continually improving this and more events to adapt to your needs.

1. Which part of the course content was found particularly interesting?

Did you lack any kind of important content?

If so, what is it: _____

2. Please classify the trainer proficiency:

Name	very good	good	medium	deficient	insufficient

3. To understand the lecturer and follow the instructing was:

Name of the lecture	Everything was clear, with very good teaching	Were minor deficiencies, but it was understandable	Sometimes I couldn't follow	It was barely understandable	It was completely impossible to follow

4. Please evaluate the following:

	very good	good	medium	deficient	insufficient
Teamwork					
Lecture material					
Coffee breaks					
Lunch					
Restaurant					
Organization					
Conference room					

5. Course duration should be:

	longer	as it is	shorter
The course length			

Appendix 4/2. Feedback form



Survey for Participants

ID: Fny-02

Version: 1

6. Please evaluate the correlation between theory and practice during the course

Your comment:

7. How did you find out about the seminar?

- | | |
|--|---|
| <input type="checkbox"/> E-mail newsletter | <input type="checkbox"/> From the website |
| <input type="checkbox"/> Telephone marketing | <input type="checkbox"/> Fax |
| <input type="checkbox"/> other: | <input type="checkbox"/> Found in Google by entering words: |

Please comment if you have any suggestions on improving our website: _____

8. Did the course come up to your expectation?

- | | |
|--|--|
| <input type="checkbox"/> I'm satisfied, I got what I expected | <input type="checkbox"/> The course surpassed my expectations |
| <input type="checkbox"/> I expected different, but still satisfied | <input type="checkbox"/> I expected slightly more |
| <input type="checkbox"/> other: _____ | <input type="checkbox"/> I'm dissapointed, I expected much better course |

9. Are you interested in taking the course of the next higher level?

If yes, what should be included in curriculum?

10. Other training you are interested in?

- | | |
|--|---|
| <input type="checkbox"/> Tender professional (7 days) | <input type="checkbox"/> Information security management Auditor (5 days) |
| <input type="checkbox"/> Project management (5 days) | <input type="checkbox"/> International accounting IAS/IFRS (3 days) |
| <input type="checkbox"/> Six Sigma training (2-3 days) | <input type="checkbox"/> Integrated auditor training (5 days) |

Would you like to receive programme offers on email?: _____

Other courses you are interested in: _____

Appendix 4/3. Feedback form



Survey for Participants

ID: Fny-02

Version: 1

11. Would you recommend this course to colleagues and acquaintances? _____

If yes, please, provide a contact information of this person!

Name: _____

Company: _____

Phone: _____

12. If you liked our training, we would like to ask you to write a few words about your experience, which we may publish on our portal:

Name: _____

Company: _____