

**ŠIBENIK UNIVERSITY OF APPLIED SCIENCES  
DEPARTMENT OF MANAGEMENT AND TOURISM  
STUDIES  
PROFESSIONAL GRADUATE STUDY IN MANAGEMENT**

Trg Andrije Hebranga 11  
22000 Šibenik



Šibenik, July 2024

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**SYLLABUS**

**ACADEMIC YEAR 2024/2025**

**Dean of the Šibenik University of Applied Sciences  
Ljubo Runjić, PhD, College Professor**

**Head of the Department of Management and Tourism Studies  
Divna Goleš, MEcon, Senior Lecturer**

Šibenik, July 2024

## 1. REQUIREMENTS AND RESULTS OF THE STUDY PROGRAM

The Professional Graduate Study in Management organized at the University of Applied Sciences is intended for the education of managers for senior management functions in companies and other business systems and organizations. Due to the significant share of economic educational content, such educated study participants can successfully perform all jobs that require knowledge and skills in business economics and management.

The Professional Graduate Study in Management is intended primarily for students of the Professional Study of Management, it is also open to students of other undergraduate studies in Slovenia and other higher education institutions who want to develop their competencies in management. The Professional Graduate Study in Management can also be enrolled by students who have completed professional studies or university undergraduate studies at another higher education institution. When designing the study programme, it was considered that students equally acquire both general and professional competencies, i.e. on the one hand knowledge, skills and attitudes, and on the other hand interpersonal, instrumental and systemic competencies.

The general competencies that the student acquires upon completion of the study programme are the ability to solve problems, the ability to analyse, synthesize and evaluate, the ability to independently learn and research literature, the ability to work in a team, the ability to plan and organize, numerical and IT literacy, oral and written business communication and the ability to negotiate, the ability to think creatively and critically, generate new ideas, the ability to manage time and fulfil tasks, and plans within the given deadline.

During the study, specific knowledge, skills and competencies related to the management of departments, processes and jobs at the middle and higher level of management, strategic planning and management of costs, processes, finances of a business entity or organization, marketing communication and market research and the use of quantitative results and methods for business decision-making, conflict and risk management in business, positioning the company on the market, taking into account financial and human resources. The student will apply all of the above by working responsibly in a changing legal, economic, and technological environment through legal and ethical business practices and respecting labour and human rights.

Upon completion of the Professional Graduate Study in Management, the holder of this qualification is authorized to use the legally protected professional title "Master of Management" (**mag. oec.**) and perform professional tasks within the scope of their profession.

## **2. EXPECTED LEARNING OUTCOMES**

1. Organize and lead work in a team and critically judge the opinions and attitudes of team stakeholders.
2. Use professional literature and terminology when conveying information and proposing ideas and solutions in the business environment.
3. Integrate general knowledge in the field of management into business solutions.
4. Analyse and interpret key business trends in the micro and macro business environment and propose strategies for the growth and development of the company.
5. Conduct statistical analysis and apply qualitative and quantitative methods in business analysis.
6. Critically assess existing and propose new solutions to problems from business practice in the field of management.
7. Apply and evaluate qualitative and quantitative methods of business decision-making in solving economic and managerial problems
8. Design and conduct research for the purpose of identifying new business trends and market needs.
9. Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.
10. Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to encourage business and economic prosperity.
11. Identify various problems and risks and anticipate risky situations in business.
12. Create a presentation for the target audience and manage communication in different business situations.

### 3. PROGRESSION THROUGH THE STUDY PROGRAM

Students are required to enrol in the academic year within the established enrolment deadlines. A person who does not enrol in the academic year loses the status and rights of a student. Enrolment deadlines are published on the website and bulletin boards of the University of Applied Sciences and, if necessary, in the publications of the University of Applied Sciences (brochures, promo materials, etc.).

The rights and obligations of students are defined in more detail by the Study Regulations Teaching at the Professional Graduate Study in Management consists of lectures, seminars, exercises, laboratory exercises, field work, practical classes, projects, consultations, mentoring work, colloquiums, exams and other forms of knowledge testing and professional practice.

For the sake of economy and rationality, classes for full-time and part-time students are carried out jointly when possible due to spatial and other conditions.

The teaching obligations of part-time students are adapted to the possibilities of their attendance at classes, which must be in accordance with the approved implementation plan of teaching a particular subject.

The Professional Graduate Study in Management is valued with 120 ECTS credits, which are earned through enrolled courses.

**Before submitting the final paper**, the student must pass **all courses**. The sum of the points of passed subjects together with the defended final thesis must amount to **a minimum of 120 ECTS credits**.

#### 4. LIST OF TEACHERS AND ASSOCIATES TEACHING AT THE PROFESSIONAL GRADUATE STUDY IN MANAGEMENT

NAME AND SURNAME OF THE TEACHER	COURSE	CONTACT email	CONSULTATION
<i>Employees of the Šibenik University of Applied Sciences</i>			
Anita <b>Grubišić</b> , MEcon, Senior Lecturer	Cost Management Financial Institutions and Markets Controlling	<a href="mailto:anita.grubisic@vus.hr">anita.grubisic@vus.hr</a>	Office 8
Dijana <b>Mečev</b> , PhD, College Professor	Innovation and Technological Strategies Croatian and European Economy	<a href="mailto:dijana.mecev@vus.hr">dijana.mecev@vus.hr</a>	Office 3
Ana <b>Perišić</b> , PhD, College Professor	Statistics Quantitative Methods for Business Decision-Making	<a href="mailto:ana.sisak@vus.hr">ana.sisak@vus.hr</a>	Office 24
Tanja <b>Radić Lakoš</b> , MSc, Senior Lecturer	Methods of Scientific Research	<a href="mailto:tanja.radic_lakos@vus.hr">tanja.radic_lakos@vus.hr</a>	Office 11
Dino <b>Slavica</b> , MEcon, Lecturer	Professional Practice	<a href="mailto:dino.slavica@vus.hr">dino.slavica@vus.hr</a>	Office 11
Jelena <b>Šišara</b> , PhD, Senior Lecturer	Marketing Management Market Research	<a href="mailto:jelena.sisara@vus.hr">jelena.sisara@vus.hr</a>	Office 5
Frane <b>Urem</b> , PhD, College Professor with Permanent Appointment	Economics Information Systems	<a href="mailto:frane.urem@vus.hr">frane.urem@vus.hr</a>	Office of the Vice-Dean for Business (3rd floor)
Ana <b>Udovičić</b> , PhD, College Professor	Strategic Management Professional Practice	<a href="mailto:ana_u@vus.hr">ana_u@vus.hr</a>	Office 15
Jelena <b>Žaja</b> , MEcon, Senior Lecturer	Financial Management Operational Management Cost-Benefit Analysis	<a href="mailto:jelena.zaja@vus.hr">jelena.zaja@vus.hr</a>	Office 3
<i>External collaborators</i>			
Domagoja <b>Buljan Barbača</b> , PhD, College Professor	Management of EU Projects	<a href="mailto:dobuljan@oss.unis.hr">dobuljan@oss.unis.hr</a>	
Željko <b>Deković</b> , MEcon, Honorary Senior Lecturer	Financial Management Operational Management	<a href="mailto:dekovic.zeljko@gmail.com">dekovic.zeljko@gmail.com</a>	
Zdravko <b>Kedžo</b> , PhD, Honorary Senior Lecturer	Public Speaking and Presentation Skills Leadership	<a href="mailto:kedzo@unidu.hr">kedzo@unidu.hr</a>	
Anita <b>Krolo Crvelin</b> , MSc, Senior Lecturer	Risk Management	<a href="mailto:akroloc@oss.unis.hr">akroloc@oss.unis.hr</a>	
Gina <b>Lugović</b> , MSc, Honorary Senior Lecturer	Business Ethics and Social Responsibility Management of Conflicts	<a href="mailto:gina@vus.hr">gina@vus.hr</a>	

## **5. PLACE OF TEACHING AT THE PROFESSIONAL GRADUATE STUDY IN MANAGEMENT**

The Professional Graduate Study Programme in Management is taught at the Šibenik University of Applied Sciences, in Šibenik, at the address Trg Andrije Hebranga 11. At this location, in addition to the service offices, there are 15 lecture halls with a total area of 1320 m<sup>2</sup>.

The teaching premises provide optimal conditions regarding the number of students enrolled. This space contains spatial capacities that, following the standards of higher education teaching, enable students to monitor and participate in teaching activities in a quality way.

Classes at the University of Applied Sciences take place during the week from Monday to Friday (in exceptional cases on Saturday mornings) according to the fixed Schedule of Classes published on notice boards and on the official website of the University of Applied Sciences. In accordance with the requirements of *the Act on Quality Assurance in Higher Education and Science*, the University of Applied Sciences meets the ratio of the number of enrolled students and the space available for teaching.

## 6. LIST OF COURSES, TEACHERS AND ASSOCIATES, COURSE SCHEDULE AND WORKLOAD OF STUDENTS IN THE PROFESSIONAL GRADUATE STUDY IN MANAGEMENT

M/N	COURSE HOLDER	COURSE	TEACHER - LECTURES	TEACHER - EXERCISES / SEMINARS	Lectures	Seminar	Number of groups	Exercises	Number of groups	ECTS
					hours per week	hours per week		hours per week		
		<b>1<sup>ST</sup> SEMESTER</b>								
M	Perišić A.	Statistics	Perišić A.	Perišić A.	3			2		6
M	Udovičić A.	Strategic Management	Udovičić A.	Udovičić A.	3	1				6
M	Deković Ž.	Financial Management	Deković Ž.	Žaja J.	3			2		6
N	Lugović G.	Business Ethics and Social Responsibility	Lugović G.	Lugović G.	2	1				4
N	Urem F.	Economics of Information Systems	Urem F.	Urem F.	2			1		4
N	Kedžo Z.	Public Speaking and Presentation Skills	Kedžo, Z.	Kedžo, Z.	2	1				4
N	Grubišić A.	Cost Management	Grubišić A.	Grubišić A.	2	1				4
N	Mečev D.	Innovation and Technology Strategies	Mečev D.	Mečev D.	2	1				4

M/N	SUBJECT HOLDER	COURSE	TEACHER - LECTURES	TEACHER - EXERCISES / SEMINARS	Lectures	Seminar	Number of groups	Exercises	Number of groups	ECTS
					hours per week	hours per week		hours per week		
		<b>2<sup>ND</sup> SEMESTER</b>								
M	Krolo Crvelin, A.	Risk Management	Krolo Crvelin A.	Krolo Crvelin A.	3	1				6
M	Deković Ž.	Operational Management	Deković Ž.	Žaja J.	3			2		6
M	Mečev D.	Croatian and European Economy	Mečev D.	Mečev D.	3	1				6
N	Radić Lakoš T.	Methods of Scientific Research	Radić Lakoš T.	Radić Lakoš T.	2	1				4
N	Lugović G.	Management of Conflicts	Lugović G.	Lugović G.	2	1				4
N	Šišara J.	Market Research	Šišara J.	Šišara J.	2	1				4

I	Kedžo Z.	Leadership	Kedžo Z.	Kedžo Z.	2	1				4
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M/N	COURSE HOLDER	COURSE	TEACHER - LECTURES	TEACHER - EXERCISES / SEMINARS	Lectures	Seminar	Number of groups	Exercises	Number of groups	ECTS
					hours per week	hours per week		hours per week		
		<b>3<sup>RD</sup> SEMESTER</b>								
M	Beljo I.	Quantitative Methods for Business Decision-Making	Beljo I./Perišić A	Perišić A.	2			2		6
M	Šišara J.	Marketing Management	Šišara J.	Šišara J.	2	2				6
M	Žaja J.	Cost-Benefit Analysis	Žaja J.	Žaja J.	2			2		6
N	Buljan Barbača D.	Management of EU Projects	Buljan Barbača D.	Buljan Barbača D.	2			2		6
N	Grubišić A.	Financial Institutions and Markets	Grubišić A.	Grubišić A.	3	1				6
N	Grubišić A.	Controlling	Grubišić A.	Grubišić A.	3	1				6

M/N	COURSE HOLDER	COURSE	TEACHER - LECTURES	TEACHER - EXERCISES / SEMINARS	Lectures	Seminar	Number of groups	Exercises	Number of groups	ECTS
					hours per week	hours per week		hours per week		
		<b>4<sup>TH</sup> SEMESTER</b>								
M	Udovičić A.	Professional Practice	Udovičić A.	Slavica D.						15
M		Final Thesis								15

**7. ACADEMIC CALENDAR FOR THE ACADEMIC YEAR 2024/2025**

<b>ACTIVITY</b>	<b>TERM</b>
<b>Winter Semester</b>	<b>30th September 2024 – 24th February 2025</b>
Lectures, exercises and seminars	30th September 2024 – 24th January 2025
Winter holidays	23rd December 2024 – 6th January 2025
Regular exam period	27th January 2025 – 21st February 2025
<b>Summer Semester</b>	<b>24 February 2025 – 30 September 2025</b>
Lectures, exercises and seminars	24th February 2025 – 7th June 2025
Regular summer exam period	9th June 2025 – 4th July 2025
Summer holidays	21st July 2025 – 15th August 2025
Regular autumn exam period	25th August 2025 – 19th September 2025
Enrolment in higher years of study for the academic year 2025/2026	15 <sup>th</sup> September 2025 - 26 <sup>th</sup> September 2025

**8. PUBLIC HOLIDAYS AND NON-WORKING DAYS**

<b>DATE</b>	<b>PUBLIC HOLIDAYS</b>
<i>1<sup>st</sup> November 2024</i>	All Saints' Day
<i>18<sup>th</sup> November 2024</i>	Day of Remembrance for the Victims of the Homeland War
<i>25<sup>th</sup> December 2024</i>	Christmas
<i>26<sup>th</sup> December 2024</i>	St. Stephen
<i>1<sup>st</sup> January 2025</i>	New Year's Eve
<i>6<sup>th</sup> January 2025</i>	The Holy Three Kings
<i>20<sup>th</sup> April 2025</i>	Easter
<i>21<sup>st</sup> April 2025</i>	Easter Monday
<i>1<sup>st</sup> May 2025</i>	Labor Day
<i>30<sup>th</sup> May 2025</i>	Statehood Day
<i>19<sup>th</sup> June 2025</i>	Corpus Christi
<i>22<sup>nd</sup> June 2025</i>	Day of Anti-Fascist Struggle
<i>5<sup>th</sup> August 2025</i>	Victory and Homeland Thanksgiving Day
<i>15 August 2025</i>	The Assumption of the Blessed Virgin Mary

**9. EXAM DATES IN THE ACADEMIC YEAR 2024/2025**

1. YEAR								
WINTER			SUMMER			AUTUMN		
<b>27.1.</b>	Management of Conflicts, 15:00	Business Ethics and Social Responsibility, 17:00	<b>9.6.</b>	Management of Conflicts, 15:00	Business Ethics and Social Responsibility, 17:00	<b>25.8.</b>	Management of Conflicts, 15:00	Business Ethics and Social Responsibility, 17:00
<b>28.1.</b>	Public Speaking, 11:00 Leadership, 11:00	Croatian and European Economy, 16:00	<b>10.6.</b>	Financial Management, 10:00	Operational Management, 12:00	<b>26.8.</b>	Croatian and European Economy, 16:00	
<b>29.1.</b>	Financial Management, 10:00	Operational Management, 12:00	<b>11.6.</b>	Cost Management, 11:00	Economics of Information Systems, 13:00h	<b>27.8.</b>	Financial Management, 10:00	Operational Management, 12:00
<b>30.1.</b>	Cost Management, 11:00	Economics of Information Systems, 13:00	<b>12.6.</b>	Public Speaking, 11:00 Leadership, 11:00	Croatian and European Economy, 16:00	<b>28.8.</b>	Risk Management, 10:00	Economics of Information Systems, 13:00h
<b>31.1.</b>			<b>13.6.</b>	Risk Management, 10:00 a.m.		<b>29.8.</b>		
<b>3.2.</b>	Strategic Management, 11:00		<b>16.6.</b>	Market Research, 9:00		<b>1.9.</b>	Cost Management, 11:00	
<b>4.2.</b>	Statistics. 9:00	Methods of Scientific Research, 15:00	<b>17.6.</b>	Statistics, 9:00		<b>2.9.</b>	Statistics, 9:00	Methods of Scientific Research 15:00
<b>5.2.</b>			<b>18.6.</b>	Methods of Scientific Research, 15:00 B		<b>3.9.</b>	Strategic Management, 11:00	
<b>6.2.</b>	Market Research, 9:00					<b>4.9.</b>	Public Speaking, 11:00 Leadership, 11:00	
<b>7.2.</b>	Risk Management, 16:00		<b>20.6.</b>	Strategic Management, 11:00		<b>5.9.</b>	Market Research, 9:00 D	

<b>10.2.</b>	Management of Conflicts, 15:00	Business Ethics and Social Responsibility, 17:00	<b>23.6.</b>	Management of Conflicts, 15:00	Business Ethics and Social Responsibility, 17:00	<b>8.9.</b>	Management of Conflicts, 15:00	Business Ethics and Social Responsibility, 17:00
<b>11.2.</b>	Croatian and European Economy, 16:00		<b>24.6.</b>	Financial Management, 10:00	Operational Management, 12:00	<b>9.9.</b>	Croatian and European Economy, 16:00	
<b>12.2.</b>	Financial Management, 10:00	Operational Management, 12:00	<b>25.6.</b>	Cost Management, 11:00	Economics of Information Systems, 13:00h	<b>10.9.</b>	Financial Management, 10:00	Operational Management, 12:00
<b>13.2.</b>	Cost Management, 11:00	Economics of Information Systems, 13:00h	<b>26.6.</b>	Public Speaking, 11:00 Leadership, 11:00		<b>11.9.</b>	Economics of Information Systems, 13:00	
<b>14.2.</b>	Public Speaking, 11:00 Leadership, 11:00		<b>27.6.</b>	Croatian and European Economy, 16:00	Risk Management 10:00 a.m.	<b>12.9.</b>	Risk Management, 10:00	
<b>17.2.</b>			<b>30.6.</b>	Market Research, 9:00 D		<b>15.9.</b>	Cost Management, 11:00	
<b>18.2.</b>	Statistics, 9:00	Methods of Scientific Research 15:00	<b>1.7.</b>	Statistics, 9:00		<b>16.9.</b>	Statistics, 9:00	Methods of Scientific Research 15:00
<b>19.2.</b>	Strategic Management, 11:00		<b>2.7.</b>	Methods of Scientific Research 15:00		<b>17.9.</b>		
<b>20.2.</b>	Market Research/ 9:00		<b>3.7.</b>			<b>18.9.</b>	Strategic Planning 11:00	Public Speaking, 11:00 Leadership, 11:00
<b>21.2.</b>	Risk Management, 16:00		<b>4.7.</b>	Strategic Management, 11:00		<b>19.9.</b>	Market Research, 9:00	

2. YEAR							
WINTER			SUMMER			AUTUMN	
<b>27.1.</b>	Financial institutions and markets/10:00	Checking/12:00	<b>9.6.</b>	Financial Institutions and Markets/10:00	Checking/12:00	<b>25.8.</b>	
<b>28.1.</b>			<b>10.6.</b>	Cost-benefit analysis / 10:00		<b>26.8.</b>	
<b>29.1.</b>	Cost-Benefit Analysis 10:00		<b>11.6.</b>	Checking/11:00 AM		<b>27.8.</b>	Cost-Benefit Analysis / 10:00
<b>30.1.</b>	EU Project Management/10:00		<b>12.6.</b>	EU Project Management/10:00	Cost-Benefit Analysis / 12:00	<b>28.8.</b>	EU Project Management/10:00
<b>31.1.</b>			<b>13.6.</b>			<b>29.8.</b>	
<b>3.2.</b>			<b>16.6.</b>	Marketing Management/ 9:00 D		<b>1.9.</b>	Financial institutions and markets/10:00
<b>4.2.</b>	Quantitative Methods for Business Decision-Making/9:00		<b>17.6.</b>	Quantitative Methods for Business Decision-Making/9:00		<b>2.9.</b>	Quantitative Methods for Business Decision-Making/9:00
<b>5.2.</b>			<b>18.6.</b>			<b>3.9.</b>	
<b>6.2.</b>	Marketing Management: 9:00 a.m.					<b>4.9.</b>	
<b>7.2.</b>			<b>20.6.</b>			<b>5.9.</b>	Marketing Management: 9:00 a.m.

<b>10.2.</b>	Financial institutions and markets/10:00	Checking/12:00	<b>23.6.</b>	Financial institutions and markets/10:00	Checking/12:00	<b>8.9.</b>		
<b>11.2.</b>			<b>24.6.</b>	Cost-Benefit Analysis / 10:00		<b>9.9.</b>		
<b>12.2.</b>	Cost-Benefit Analysis 10:00		<b>25.6.</b>	EU Project Management/10:00	Cost-Benefit Analysis / 12:00	<b>10.9.</b>	Cost-Benefit Analysis / 10:00	
<b>13.2.</b>	EU Project Management/10:00		<b>26.6.</b>			<b>11.9.</b>	EU Project Management/10:00	
<b>14.2.</b>			<b>27.6.</b>			<b>12.9.</b>		
<b>17.2.</b>			<b>30.6.</b>	Marketing Management: 9:00 a.m.		<b>15.9.</b>	Financial institutions and markets/10:00	Checking/12:00
<b>18.2.</b>	Quantitative Methods for Business Decision-Making/9:00		<b>1.7.</b>	Quantitative Methods for Business Decision-Making/9:00		<b>16.9.</b>	Quantitative Methods for Business Decision-Making/9:00	
<b>19.2.</b>			<b>2.7.</b>			<b>17.9.</b>		
<b>20.2.</b>	Marketing Management: 9:00 a.m.		<b>3.7.</b>			<b>18.9.</b>		
<b>21.2.</b>			<b>4.7.</b>			<b>19.9.</b>	Marketing Management: 9:00 a.m.	

**10. CURRICULA AND COURSE CONTENTS WITH EXPECTED LEARNING OUTCOMES AND BASIC LITERATURE**  
**I. SEMESTER**

1. GENERAL INFORMATION			
1.1. Course lecturer	Ana Perišić, PhD, College Professor	1.8. Course code in ISVU	130477
1.2. Course title	<b>Statistics</b>	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates		1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45+30+0+0)
1.4. Study programme (professional undergraduate and graduate)	Professional Graduate Study in Management	1.11. Level of e-learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of online course performance (max. 20%)	1 <sup>st</sup> , course materials are on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Number of course revisions	3.
1.6. Year of study	1st	1.13. Modernization	Yes
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	Provide theoretical and practical knowledge which enables students to develop and apply acquired skills for economic-statistical analysis.		
2.2. Terms of course entry and required competences	4-year secondary education completed; qualification level 4.2 according to the CROQF.		
2.3. Learning outcomes on the study programme level	<p>LO 4: To analyse and interpret key business trends and innovations in the micro and macro business environment and propose innovative solutions and tactics of innovation in business.</p> <p>LO 5: To use probabilistic models for different discrete and continuous stochastic phenomena, assess population parameters, set statistical hypotheses, conduct tests and basic statistical analyses with support of computer tools</p> <p>LO 7: To apply and valorize qualitative and quantitative methods of business decision-making in solving economic and managerial problems through program support</p>		

	LO 10: To select a research method, conduct market research and interpret the results of the research carried out					
2.4. Expected learning outcomes on the course level	<b>Learning outcomes</b> according to the Bloom`s taxonomy: (up to two verbs per LO)					<b>Level of LO:</b> 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis
	1.	To independently prepare and carry out basic statistical analysis (exploratory and inferential) for business problems by using MS Excel.				6,4
	2.	To explain basic concepts and to solve basic problems in the field of probability theory.				2,3
	3.	To select and apply probability models for different discrete and continuous stochastic phenomena				5,3
	4.	To estimate population parameters (point and interval estimates) and derive conclusions about the population.				5,4
	5.	To set the statistical hypothesis, conduct the statistical test and derive conclusions about the population.				6, 5,3,4
	6.	To perform correlation and regression analysis, to comment the results and to draw a conclusion about the relationship between variables				3,5
2.5. Course content according to detailed curriculum schedule	<b>Constructive alignment</b>					
	<b>no</b>	<b>Thematic unit</b>	<b>LO of the course</b>	<b>Content/teaching methods</b>	<b>Evaluation</b>	<b>Time</b>
	1.	Introduction to the course and detailed plan.  Data collection. Exploratory analysis. Population, sample, variable, parameters.	-  1	Attending lectures. Familiarize with course content, e-learning documents, literature and students' obligations.  Attending lectures. Actively involving students through problem solving and discussion.	Students will independently prepare a project where they will have to prepare and carry out basic statistical analysis (exploratory and inferential) for business problems by using MS Excel.	1 h  4h 7 h
	2.	Descriptive statistics. Measures of central	1	Attending lectures. Actively involving	Students will independently prepare	5h 7h

		tendency, measures of dispersion, asymmetry measures, kurtosis, standardized values, Chebyshev's rule.		students through problem solving and discussion.	a project where they will have to prepare and carry out basic statistical analysis (exploratory and inferential) for business problems by using MS Excel.	
	3.	Sample space. Probability. Probability space. Conditional probability. The law of total probability	2	Attending lectures. Actively involving students through problem solving and discussion.	Students will explain basic concepts and solve basic problems in the field of probability theory through colloquia or written/oral exams.	5h 7h
	4.	Sample space. Probability space. Probability. Conditional probability. The law of total probability	2	Attending lectures. Actively involving students through problem solving and discussion.	Students will explain basic concepts and solve basic problems in the field of probability theory through colloquia or written/oral exams.	5h 7h
	5.	Random variable. Discrete and continuous distributions. Expectation, variance. Discrete random variables and their applications. Binomial, Poisson, hypergeometric and uniform distribution.	3	Attending lectures. Actively involving students through problem solving and discussion.	Students will select and apply probability models for different discrete and continuous stochastic phenomena through colloquia or written/oral exams.	5h 7h
	6.	Continuous distribution. Gaussian distribution.	3	Attending lectures. Actively involving students through	Students will select and apply probability models for different	5h 7h

				problem solving and discussion.	discrete and continuous stochastic phenomena through colloquia or written/oral exams.	
	7.	Two-dimensional random variable. Marginal distribution. Independence. Conditional distribution. Covariance. Correlation coefficient. Exam preparation.	2,3,6	Attending lectures. Actively involving students through problem solving and discussion. Group problem solving and discussion. Exam preparation.	Students will explain basic concepts and solve basic problems in the field of probability theory, they will select and apply probability models for different discrete and continuous stochastic phenomena through colloquia or written/oral exams. As a part of their practical project, students will perform correlation and regression analysis, comment the results and draw a conclusion about the relationship between variables.	5h 7h
	8.	Sampling. Sampling distribution for the sample mean, proportion and variance.	4	Attending lectures. Actively involving students through problem solving and discussion.	Students will estimate population parameters (point and interval estimates) and derive conclusions about the population through colloquia or written/oral exams.	5h 7h

	9.	Sampling. Sampling distribution for the sample mean, proportion and variance. Estimating the mean, proportion and standard deviation. Confidence intervals.	4	Attending lectures. Actively involving students through problem solving and discussion.	Students will estimate population parameters (point and interval estimates) and derive conclusions about the population through colloquia or written/oral exams.	5h 7h
	10.	Hypothesis testing. Sample size, significance level. Hypothesis testing for the mean proportion, variance.	5	Attending lectures. Actively involving students through problem solving and discussion.	Students will set the statistical hypothesis, conduct the statistical test and derive conclusions about the population through colloquia or written/oral exams.	5h 7h
	11.	Hypothesis testing. Hypothesis testing for the mean proportion, variance.	5	Attending lectures. Actively involving students through problem solving and discussion.	Students will set the statistical hypothesis, conduct the statistical test and derive conclusions about the population through colloquia or written/oral exams.	5h 7h
	12.	Comparing population parameters. Hypothesis testing. Comparing population means, proportions.	4, 5	Attending lectures. Actively involving students through problem solving and discussion.	Students will estimate population parameters (point and interval estimates) and derive conclusions about the population and set the statistical hypothesis, conduct the statistical test and derive conclusions about the population through	5h 7h

					colloquia or written/oral exams.	
	13.	Comparing population parameters. Hypothesis testing. Comparing population means, proportions.	4, 5	Attending lectures. Actively involving students through problem solving and discussion.	Students will estimate population parameters (point and interval estimates) and derive conclusions about the population and set the statistical hypothesis, conduct the statistical test and derive conclusions about the population through colloquia or written/oral exams.	5h 7h
	14.	Non-parametric tests	5	Attending lectures. Actively involving students through problem solving and discussion. Group problem solving and discussion. Exam preparation.	Students will set the statistical hypothesis, conduct the statistical test and derive conclusions about the population through colloquia or written/oral exams.	5h 7h
	15.	Regression analysis. Final conclusions. Exam preparation.	6	Attending lectures. Actively involving students through problem solving and discussion. Group problem solving and discussion. Exam preparation.	As a part of their practical project or through written/oral exam, students will perform correlation and regression analysis, comment the results and draw a conclusion about the relationship between variables.	5h 7h

3. EVALUATION OF STUDENTS' WORK						
3.1. Students' obligations	<p>In accordance with the Regulations on Studying and the Regulations on Student Assessment and Evaluation: for all full-time students attendance of at least 70%. Part-time students are required to attend classes at least 50%. All students are required to carry calculator and formulae list.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> <li>from 0 - 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year;</li> <li>from 25 - 49,9% - are assessed by FX (insufficient) and must pass the written exam (test). Written exam (test) can be held in a regular or extraordinary exam period;</li> <li>more than 50% - students have the right to take the final exam.</li> </ul> <p>Students can take the final exam from the course in two ways: a) during the course of teaching through continuous monitoring of students (active participation in classes and through two colloquia); b) by passing the exam (written and oral part of the exam). Students will prepare a project where they will independently carry out statistical analysis for business problems by using MS Excel.</p>					
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course)	Attendance	0,3	Written exam	3,5 (without colloquia)	Project	1
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	0,5
	Colloquium	3,5 (without written exam)	Seminar paper		Other	
	Class activity	0,2	Oral exam	0,5	Other	
3.3. Student workload	<p>Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as:</p> <ol style="list-style-type: none"> <li>Attending classes and exercises 75 hours</li> <li>Preparing colloquia or exams through individual work 105 hours</li> </ol>					
4. GRADING SYSTEM						
4.1. Grading seminar papers						
4.2. Grading colloquia/ written and oral exam	<b>Unsatisfactory</b>		<b>Satisfactory</b>		<b>Above average</b>	
	Responds by memory, without a deeper understanding. Does not know or apply basic terms and concepts. Does not know how to apply or explain the contents of the course with examples.		Reproduces the basic concepts and without difficulty imparts new knowledge, understands the material, explains the terms and concepts supported with examples.		Knowledge is at the level of analysis, synthesis and evaluation. Observes the principles, accurately and thoroughly explains the content of the material, and logically connects and explains the terms and concepts supported with examples. Finds solutions that were not originally given. Notes correlations with related material.	
4.3. Final grade according to evaluation elements	<p>During the semester, students have the possibility to partially take written exams through colloquia (twice during the semester). In order to have access to the oral exam, students need to achieve at least 50% on each colloquium. Also, students have a possibility to retake one colloquium. Students who did not pass at least one of the colloquia (or retaken colloquia) need to take part in the written exam. In this case, in order to have access to the oral exam, students need to achieve at least</p>					

	50% on written exam. Students will prepare a project where they will independently carry out statistical analysis for business problems by using MS Excel. The final grade is formed after the oral exam by aggregating scores achieved through the written exam/colloquia, oral exam, their project and during classes.		
4.3. Final grade according to absolute division	Percentage of acquired knowledge, skills and competences (teaching + final exam)	Numerical grade	ECTS grade
	90 – 100%	5 (excellent)	A
	80 – 89,9%	4 (very good)	B
	65 – 79,9%	3 (good)	C
	60 – 64,9%	2 (satisfactory)	D
	50 – 59,9%	2 (satisfactory)	E
<b>5. ADDITIONAL COURSE INFORMATION</b>			
5.1. Compulsory literature (available in the library and via other media)	<b>Title</b>		<b>Number of copies in the library</b>
	Šošić I., Primijenjena statistika, Školska knjiga, Zagreb, 2004. (chapters 1-12)		12
	Patrick R. McMullen, Poslovna statistika za stručne studije [prijevod Devčić,K., Perišić,A.], Veleučilište u Šibeniku, 2017		-
			Yes
5.2. Additional literature (at the moment of changes and/or amended of study programme)	Azcel A. Sounderpandian J., Complete Business Statistics, McGraw Hill, 2009. Newbold P., Statistics for Business and Economics , Englewood Cliffs: Prentice Hall , 1997 Čižmešija M., Kurnoga Živadinović N., Zbirka riješenih zadataka iz osnova statistike,Mirrorad d.o.o., Zagreb,2006 Dumičić K., Bahovec V., Poslovna Statistika, Element, Zagreb, 2011. Excel manuals Teaching materials		
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the responsibility of each student to be regularly informed about the course, the coursework, and the classroom activities. All notices of classes or possible adjournment will be published in a timely manner on the e-learning site of the course and on the website of the Polytechnic. Students can contact teachers during the consultation period (at least one hour per week), while for short questions and explanations they can be contacted during class. It is also possible to ask questions by e-mail (from the official e-mail address at @ vus.hr), which will be answered as soon as possible (no later than five working days after receiving the e-mail).		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>STRATEGIC MANAGEMENT</b>	1.8. Course code in ISVU	129881 202132
1.2. Course holders	Ana Udovičić, PhD, College Professor	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(45+0+15+0)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%

1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Ordinal number of amendments and/or additions to the course description	2.
1.6. Year of study	1st Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
<b>2. DESCRIPTION OF THE COURSE</b>			
2.1. Objectives of the College	Familiarize students with the development and implementation of the strategy.		
2.2. Course enrolment requirements and entry competencies required for the course			

2.3. Programme-level learning outcomes to which the course contributes	IU 2: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	IA 3: Integrate general knowledge in the field of management into business solutions.					
	LO 6: Critically assess existing and propose new solutions to problems from business practice in the field of management.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)				<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1.	approach a critical analysis of the new roles of the organization and the way of developing and implementing the strategy			1, 2	
	2.	critically assess the way strategy is developed and implemented and identify modern strategies			5, 2	
	3.	comment on the issues of different organizational strategies and recommend the best way of implementation			4,5	
	4.	analyse and evaluate the organizational vision and mission and goals of the organization			6	
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1	Introduction to the course and a detailed implementation plan of classes.	-	They listen to the lecture. In seminar classes, they are introduced to the content of the course and the documents on the e-learning page of the course by independent work on the computer.	-	4 hours
		Concepts and techniques for strategy development and implementation	1, 6,	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they define what a strategy is and explain the managerial process of developing and implementing a strategy.	6 hours
	2.	Managerial process of strategy development and implementation	1, 6,	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to define what the process of developing and implementing the strategy entails.	8 hours
3.	Analyzing the company's external environment	1, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.tag.	At the colloquium or written and oral exam, they are able to define the strategically relevant components of the external environment of the company and clarify the strategic consideration of the industrial and competitive environment of the company. Case study solved. Created and presented seminar paper (by individual or group use of computer programs).	8 hours	

	4.	Five Generic Competitive Strategies	1, 2, 3, 4, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	In a colloquium or written and oral exam, they can define and explain five generic strategies and explain when a certain strategy is most effective. Case study solved. Created and presented seminar paper (by individual or group use of computer programs).	2 p.m.
	5.	Adapting the strategy to the specific situation and industry in the company	1, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At the colloquium or written and oral exams, they can define and explain strategies for competing in developing industries, in maturing and in stagnant or declining industries Case study solved. Created and presented seminar paper (by individual or group use of computer programs).	12 hours
	6.	Strategy. Ethics and CSR	1, 3, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At the colloquium or written and oral exams, they know how to define motivation and explain what business ethics and strategic social responsibility are Case study solved. Created and presented seminar paper (by individual or group use of computer programs).	2 p.m.
	7.	Creating strong resources and organizational capabilities	1, 2, 3, 4, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At the colloquium or written and oral exam, they know how to define the general framework for the implementation of the strategy and explain what is needed to build a capable organization. Case study solved. Created and presented seminar paper (by individual or group use of computer programs).	2 p.m.

	8.	Organizational Culture	1, 4, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At the colloquium or written and oral exams, they know how to define the process of creating an organizational culture that encourages the successful implementation of the strategy. Created and presented seminar paper (by individual or group use of computer programs).	14 hours
	9.	Internal Operational Management	1, 2, 3, 4, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At the colloquium or written and oral exam, they know how to define the introduction of policies and procedures that facilitate the implementation of the strategy; explain the connection between rewards and incentives with the implementation of the strategy. Case study solved. Created and presented seminar paper (by individual or group use of computer programs).	10 hours
	10.	Organizational changes	1, 2, 3, 4, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At the colloquium or written and oral exam, they know how to define strategic alliances and collaborative partnerships; M&A strategies and outsourcing strategies. m Case study solved. Created and presented seminar paper (by individual or group use of computer programs).	10 hours
	11.	Competition in foreign markets	1, 2, 3, 4, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At the colloquium or written and oral exam, they know how to explain why companies are expanding to foreign markets. Case study solved. Created and presented seminar paper (by individual or group use of computer programs).	12 hours

	12.	Diversification	1, 2, 3, 4, 5, 6,	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At the colloquium or written and oral exam, they know how to explain the forces that affect change and define the management of planned changes and what are the contemporary problems of change for today's managers. (independent use of computer programs).	12 hours
	13.	Analyzing the assets and competitive position of the company	2,3	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work, they solve a case study.	At a colloquium or written and oral exam, they know how to clarify and assess how effective the existing strategy is A seminar paper was created and presented (by independent use of computer programs).	12 hours
	14.	Personalities and values	2,3	They listen to a lecture and read literature.	At a colloquium or written and oral exam, they know how to clarify what personality and value are, and connect the personalities and values of a person with the workplace.  Case study solved. A seminar paper was created and presented (by independent use of computer programs).	12 Dads.
	15.	Concluding Considerations/Revision and Exam Preparation.		They listen to the lecture and prepare for the exam individually.		20 hours

### 3. EVALUATION OF STUDENT WORK

3.1. Obligations of the student	In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i> : for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper. It is recommended that students actively participate in classes, which includes participation in group case studies, group discussions, etc. Students who are not able to attend classes regularly due to the status of part-time students should consult with the professor at the time of consultations or via e-mail (ana_u@vus.hr). It is the obligation of every student to be regularly informed about the course of classes. All notifications about the holding or possible postponement of classes will be published on the e-learning page of the course, where you will also find all information about the course, as well as teaching materials and a list of literature. Students who have achieved during the course:
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	<ul style="list-style-type: none"><li>• From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li><li>• From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li><li>• More than 50% - students have the right to take the final exam of the course.</li></ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes and creating a mind map and solving case studies, creating and presenting a seminar paper and two colloquiums); b) during classes (active participation in classes and creating a mind map and solving case studies, creating and presenting a seminar paper) and taking exams (written and oral part of the exam).</p>
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3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	2	Written exam	3 (without colloquium)	Project	
	Experimental work		Research		Practical work	
	Assay		Report		Continuous Verification	
	Colloquiums	3.5 (without written and oral exam)	Seminar paper	0,5	(other to enter)	
	Activities in Class		Viva voce	0.5 (without colloquium)	(other to enter)	

3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1.	Attending classes		45		
	2.	Preparation of a seminar paper and presentation		10		
	3.	Preparation for the colloquium/exam through self-study		65		

**4. GRADE FORMATION**

4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>	<b>Satisfactory</b>	<b>Above average</b>
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive and shows a detailed research approach.

4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Created Mental Map Solved Case Studies	
		2 points	4 points	7 points	3 points	
	Seminar paper	2	3	4	5	
		5 points	7 points	8 points	10 points	
	Taking the colloquium / Written part of the exam	2	3	4	5	
		50-64,9%	65-79,9%	80-89,9%	90-100%	
	Oral part of the exam	25 points	30 points	35 points	40 points	
		2	3	5	5	
	25 points	30 points	35 points	40 points		
4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating		ECTS Grade		
		90 – 100%	5 (excellent)	And		
		80 – 89,9%	4 (very good)	B		
		65 – 79,9%	3 (good)	C		
		50 – 64,9%	2 (sufficient)	D		

5. ADDITIONAL INFORMATION ABOUT THE CASE			
5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Thompson, A., Strickland, A.J., and Gamble. J.:Strategic management – in search of a competitive advantage, Mate, 2005, Zagreb.	3	no
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)			
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>Financial Management</b>	1.8. Course code in ISVU	
1.2. Course holders	Željko <b>Deković</b> , MEcon, Honorary Senior Lecturer	1.9. Course code in MOZVAG	
1.3. Associates	Jelena <b>Žaja</b> , MEcon, Senior Lecturer	1.10. Method of teaching (number of hours P+V+S+e-learning)	(45+30+0+0)
1.4. Study programme (professional, specialist graduate professional study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Ordinal number of amendments and/or additions to the course description	1.
1.6. Year of study	1st Academic Year	1.13. Modernisation	<input type="checkbox"/> no <input checked="" type="checkbox"/> Y
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>

2. COURSE DESCRIPTION	
2.1. Course objectives	Introduce students with basic concepts of modern financial management through lectures, classroom discussions, business cases and project task solving so that after completing the course each student knows how to approach basic financial management issues and where to look for additional information to solve complex issues that appear in practice in everyday business. To introduce students to the concept of corporate finance, its role in the company's business.
2.2. Terms of course entry and required competences	No conditions.
2.3. Learning outcomes on the study programme level	LO1. Organize and lead work in a team, and critically assess the opinions and attitudes of team stakeholders.
	LO2. Use professional literature and terminology when conveying information, proposing ideas and solutions in a business environment.
	LO6. Critically assess existing and propose new solutions to problems in business practice in the field of management.
	LO7. Apply and evaluate qualitative and quantitative business decision-making methods in solving economic and managerial problems.
	LO9. Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.
2.4. Expected learning outcomes on the course level	<p><b>Learning outcomes</b> towards Bloom's taxonomy: (up to two verbs per LO)</p> <p><b>LO Level:</b></p> <ol style="list-style-type: none"> <li>1. <i>Recapture,</i></li> <li>2. <i>Understanding,</i></li> <li>3. <i>Application,</i></li> </ol>

		4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>
	1. to define and categorize basic concepts and tasks of financial management,	1,4
	2. to measure the return and financial risk of the securities portfolio and analyse the relation between risk and return,	3,4
	3. to interpret the financial relations of the enterprise with the environment: population, state, foreign countries, financial institutions and the financial market,	4
	4. to explain the fundamental features and specifics of financial management in business entities,	4
	5. to evaluate the impact of financial leverage and on the profitability of business entities,	5
	6. to prepare an analysis of financial statements on the example of a business entity by performing horizontal and vertical analysis and analysis by financial indicators,	6
	7. to apply methods of net present value, return period, internal rate of return, profitability index, and assess the eligibility of investment in a project,	3,5
	8. to propose the application of appropriate models and evaluate the value of equity and debt securities,	6,5
	9. use materials and tools to search scientific and professional literature in Croatian and in English, and present accepted knowledge, ideas, problems and solutions independently and in the team.	3,6

Constructive alignment						
No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed	
2.5. Course content according to detailed curriculum schedule	1.	Introduction to the course and a detailed performance plan.	-	Listen to the lecture. In the exercise classes, by independent work on computer students get acquainted with course content and documents on the e-learning course page.	-	2 hours
		Introductory lecture - basic concepts and determinants of financial management.	1, 3, 9	Listen to the lecture and read the literature.	At the colloquium or the written and oral exam define the basic concepts of financial management. They know how to list and explain basic financial activities, sources of company assets and tasks of financial function in the company. They know how to explain the concept of time value of money and identify the basic	8 hours

					variables in calculations of time value of money. Describe the basic characteristics of the financial market.	
2.	Risk and financial management. Balance as a source of financial information.	1, 2,3, 9	Listen to the lecture and read literature. In the exercise classes, they calculate the yield and financial risk of the securities portfolio independently or in a team, and draw conclusions about the risk-return relationship.		At the colloquium or the written and oral exam they can explain the concepts of investment portfolio, financial risk and ways of managing risk. They know how to calculate the expected return, the standard deviation and the coefficient of variation for an individual security or a portfolio of securities and to evaluate the risk of investing on the basis of the relationship between risk and return. They know how to interpret the relationship between security yields and market returns. They know how to explain the concept of a balance sheet, its properties and indicate users of financial information.	8 hours
3.	Financial reports.	1, 3, 9	Listen to the lecture and read the literature.		At the colloquium or the written and oral exam they can state the types of basic financial statements and explain their basic components. Know what can all be a source of cash in a business.	8 hours
4.	Objectives, purpose and methods of analysis of financial reports.	1, 3, 6, 9	They listen to a lecture and read literature. In the exercise classes, independently on a computer, they perform horizontal and vertical analysis of financial statements on the example of a business entity's financial statements. They research the content of this thematic area and make a project assignment that presents the knowledge they have acquired and their ideas, and ways to solve problems.		At the colloquium or the written and oral exam they can explain the term financial analysis and specify and explain the methods of analysis of financial statements. They know how to explain horizontal and vertical analysis procedures and apply them to financial statement analysis. Created and presented project assignment (using computer programs).	12 hours
5.	Indicators of financial analysis, examples and interpretations.	1, 5, 6, 9	They listen to a lecture and read literature. In the exercise classes, they calculate financial indicators and interpret the obtained results independently on a computer based on the financial statement of a business entity. They research the content of this thematic area and make a project assignment that presents the knowledge		At the colloquium or the written and oral exam they can define and describe the types / groups of financial indicators and apply them in the analysis of financial statements (in the exam and in the preparation of the project assignment). They know how to sketch and interpret Du Pont's indicator system and explain synthetic indicators. Created and presented project assignment (using computer programs).	14 o ur s

				they have acquired and their ideas, and ways to solve problems.		
6.	Rules and principles of financing, liquidity and solvency.	1, 5, 6, 9	They listen to a lecture and read literature. In the exercise classes, independently on a computer, they calculate financial indicators and interpret the obtained results based on the financial statements of a business entity.	At the colloquium or the written and oral exam they can define and describe the basic principles and rules of financing. They know how to explain the difference between the concepts of liquidity and solvency, explain the term financial leverage and judge when it is opportune to use it. They are able to identify internal and external causes of insolvency and propose measures to improve the solvency of companies. Created and presented project assignment (using computer programs).	10 hours	
7.	Short-term asset management.	1, 4, 9	They listen to a lecture and read literature. In the exercise classes, they calculate the value of working capital needed in the company.	At the colloquium or the written and oral exam they can define and describe the notion of working capital, permanent working capital, circular movement of working capital, factors on which the amount of working capital depends, management of working capital, inventory management and receivables management. They know how to analyse the structure of working capital and recommend the optimal size and structure of working capital in a particular company.	8 hours	
8.	Financial planning and methods of assessing the profitability of capital investments.	1, 7, 9	They listen to a lecture and read literature. In the exercise classes, independently on a computer, they apply the methods of capital investment assessment on an example of a financial statement of a business entity and interpret the results obtained. They research the content of this thematic area and develop a project assignment that presents the knowledge they have acquired and their ideas, and ways to solve problems.	At the colloquium or the written and oral exam they can explain the term financial planning, cash control instruments. They know how to define the term investment and classify investments, identify the common characteristics of all investment projects and explain why the sensitivity analysis of an investment project is done. They know how to explain commonly used methods of evaluating investment projects, apply them on an example, and make a decision on the profitability of investing in a particular project. Created and presented project assignment (using computer programs).	14 hours	
9.	Business banking and estimating creditworthiness of an enterprise.	1, 3, 9	They listen to a lecture and read literature, solve a case study.	At the colloquium or the written and oral exam they can determine the differences between the nominal, real and effective interest rates. They know how to predict the factors that influence interest rate formation in commercial banking. They can explain what the reference interest rates are. They know how to recommend criteria for determining a company's creditworthiness. They can explain what a 5C method is in determining creditworthiness.	8 hours	

	10.	Securities, promissory notes and checks.	1, 3, 9	They listen to a lecture and read literature.	At the colloquium or the written and oral exam they know how to define and describe the basic securities that circulate in the money market. They know how to explain ways of transferring securities. They can explain the terms compensation, cession, assignment, debt assumption.	8 hours
	11.	Financial insurance and short-term financing.	1, 3, 5, 9	They listen to a lecture and read literature.	At the colloquium or the written and oral exam they can state the types and forms of financing of the company according to the availability of sources, identify differences between credit and equity financing. They know how to explain the four methods and techniques of short-term bank lending, the relative advantages and disadvantages of bank loans, and the factors that determine the amount of trade credit from the point of view of the debtor and creditor.	8 hours
	12.	Mid-term and long-term financing - concepts and practical application.	1, 3, 5, 9	They listen to lectures and read literature, handle case studies.	At the colloquium or the written and oral exam they can define and describe the characteristics of medium and long-term credit. They can explain what leasing financing is (the concept and types of leasing, the advantages and disadvantages of leasing financing); identify differences between operating and financial leasing and recommend when to use what type of leasing.	8 hours
	13.	Characteristics and specifics of financial management in hotel business entities.	1, 4, 9	They listen to a lecture and read literature. A case study is handled in the exercise classes.	At the colloquium or the written and oral exam they know how to define and describe the specifics of the hotel service and the hotel business and how these special features of the hotel business affect its financing. They know how to identify the particularities of the analysis of financial indicators in the hotel industry and explain the indicators that measure the efficiency of utilization of available capacity in the hotel industry.	8 hours
	14.	Equity financing.	1, 5, 9	They listen to a lecture and read literature.	At the colloquium or the written and oral exam they can determine the structure of the financial capital of a joint stock company, they can indicate their own and external sources of equity of a joint stock company and explain the way of financing a business with own funds. They know how to explain the notion of non-nominal and nominal capital of a joint stock company, and evaluate the benefits of financing with own capital.	8 hours
	15.	Securities financing.	1, 2, 8, 9	They read the literature and prepare individually for the exam.		8 hours
		Concluding Considerations / Repeating and Preparing for Exam.				40 hours

**3. EVALUATION OF STUDENT WORK**

3.1. Students` obligations

In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.

	<p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> <li>From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;</li> <li>From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;</li> <li>More than 50% ECTS credits - students have the right to access the final exam of the subject.</li> </ul> <p>Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making and presenting the project and passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting the project) and passing the exam (written and oral exam).</p>					
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course)	Attendance	1	Written exam	2,5 (by submitting both colloquiums the student is relieved of an written examination)	Project	
	Experimental work		Research		Practical work	0,5
	Essay		Report		Continuous examination	
	Colloquium	4,5 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper		Other (inscribe)	
	Class activities		Oral exam	2 (by submitting both colloquiums the student is relieved of an oral examination)	Other (inscribe)	
3.3. Student workload	The student's workload on all basis amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:					
	<b>Commitment</b>			<b>Hours (estimate)</b>		
	1.Attending classes			60		
	2.Seminar paper			15		
	3.Preparation for the Colloquium / exam through self-study			105		
<b>4. GRADING</b>						
4.1. Seminar paper grading	<b>Valuation Element</b>	<b>Poor</b>		<b>Satisfying</b>		<b>Above average</b>
	Organization	The paper is not organized in a logical order and its structure is lacking.		The paper is well structured with a clear distinction between the		The paper is well-structured with a clear distinction between the

			introduction, the main part of the text and the conclusion.	introduction, the main part of the text and the conclusions that are perfectly logically linked to one another		
	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.	Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.		
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.	Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.	Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.		
4.2. Colloquium / exam grading	<b>Poor</b>		<b>Satisfying</b>		<b>Above average</b>	
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.	
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-75% of attendance	76-86% of attendance	87-100% of attendance	Solved case study.	
		2 points	4 points	7 points	3 points	
	Project	2	3	4	5	
		5 points	7 points	8 points	10 points	
	Colloquium / written exam	2	3	4	5	
		50-64,9%	65-79,9%	80-89,9%	90-100%	
		25 points	30 points	35 points	40 points	
	Oral exam	2	3	5	5	
25 points		30 points	35 points	40 points		
4.4. Creating a final grade according to absolute allocation		Percentage of adopted knowledge, skills and competences (teaching + final exam)	Numerous grade	ECTS grade		
		90 – 100%	5 (excellent)	A		
		80 – 89,9%	4 (very good)	B		

		65 – 79,9%	3 (good)	C	
		60 – 64,9%	2 (sufficient)	D	
		50 – 59,9%	2 (sufficient)	E	
<b>5. ADDITIONAL INFORMATION ABOUT THE COURSE</b>					
5.1. Compulsory literature (available in the library and through other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1. Vidučić Lj., Pepur S., Šimić M., Financijski menadžment, IX izdanje, RRIF Plus d.o.o., Zagreb, 2015. (odabrana poglavlja)			5	Available on-line Available on-line
2. Deković, Ž., Analiza financijskog poslovanja hotelijerskih poduzeća, Veleučilište u Šibeniku, Šibenik, 2016. (odabrana poglavlja).					
3. Deković, Ž., Žaja J., Zbirka zadataka iz financijskog menadžmenta, Veleučilište u Šibeniku, Šibenik, 2018.					
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Van Horne, J. C., Wachowicz, J.M.: Osnove financijskog menadžmenta, IX. Izdanje, Mate d.o.o., Zagreb, 2002. 2. Brealley, R., Myers, S., Marcus, A.: Fundamentals of Corporate Finance, McGraw Hill, 2008. 3. Financial Management: Concepts and Applications, Plus NEW, MyFinance Lab with Pearson eText -- Access Card Package, Stephen Foerster, Prentice Hall, 2014.			3	Available on-line
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students` progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.				
5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @ vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).				

**1. GENERAL INFORMATION ON THE CASE**

1.1. Name of the subject	<b>BUSINESS ETHICS AND SOCIAL RESPONSIBILITY</b>	1.8. Course code in ISVU	228978 228979
1.2. Course holders	<b>Gina Lugović, MSc, v. reader</b>	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	2P+1S
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level, materials available online, 0% of the course on line
1.5. Course status (mandatory, non-mandatory)	Electoral	1.12. Ordinal number of amendments and/or additions to the course description	/
1.6. Year of study	2nd Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
<b>2. DESCRIPTION OF THE COURSE</b>			
2.1. Objectives of the College	Students acquire knowledge of basic theoretical approaches in the field of business ethics and are trained to apply moral and ethical principles in business, to apply the concept of social responsibility and to solve moral and ethical dilemmas.		
2.2. Course enrolment requirements and entry competencies required for the course			

2.3. Programme-level learning outcomes to which the course contributes	IU 1: Organize and lead work in a team, and critically judge the opinions and attitudes of team stakeholders.					
	IU 2: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	IA 3: Integrate general knowledge in the field of management into business solutions.					
	LO 11: Identify various problems and risks and anticipate risky situations in business.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)				<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1. <b>Explain</b> the links between business ethics and the business environment				6	
	2. <b>Anticipate and modify</b> problematic situations				5	
	3. <b>Analyse and explain the</b> relationship between business ethics and social responsibility				4,6	
	4. <b>Manage systematic</b> knowledge in the field of ethics and social responsibility for further study and analysis in the business environment				6	
	5. <b>Plan</b> the application of ethical and socially responsible behaviour in the organization by applying formal ethical and other acts in relation to employees, associates and users.				6	
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
		Introduction to the course and a detailed implementation plan of classes.	1	They listen to the lecture. In seminar classes, they are introduced to the content of the course and the documents on the e-learning page of the course by independent work on the computer.	-	4 hours
	1	Defining and explaining business ethics. Business ethics of the company (collective) and professional ethics (individual, member of a certain profession). Ethics, morality and code. Rules of conduct towards clients, colleagues, compliance with regulations in the profession and towards the public.	1, 2, 4, 5	They listen to a lecture and read literature.	In the written exam, they define the business ethics and professional ethics of an individual and a certain profession). They define and describe the meaning of ethics, morality, and codes. They know how to explain the rules of conduct towards clients and colleagues, and the importance of respecting regulations in the profession and towards the public.	10 hours
2.	Basic determinants of ethics and ethical behaviour/morality. Theories, divisions, values, judgment, motivation, behaviour, crisis. Etiquette, protocol.	1, 2, 4, 5	They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	In the written exam, they know how to define the determinants of ethics and ethical behaviour/morality. They define theories and divisions of morality, and describe values, judgment, motivation, behaviour, and ethical crises. They know how to explain the rules of conduct according to etiquette and protocol.	10 hours	

	3.	Ethical theories of business. Interpersonal, functional, corporate, professional, managerial, entrepreneurial and employee ethics. The relationship between ethics and organizational culture. Ethics and the Mass Media.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	On the written exam, they know how to define and describe ethical theories of business, as well as the relationship between interpersonal, functional, corporate, professional, managerial, entrepreneurial ethics and employee ethics. On the written exam, they know how to describe the relationship between ethics and organizational culture, as well as ethics and mass media. A seminar paper was created and presented (by independent use of computer programs).	10 hours
	4.	Ethics and social responsibility: the concept of models, types and levels of morality, strategies and management of social responsibility. Protection of human rights.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	In the written exam, they know how to define and describe the relationship between ethics and social responsibility, the model and types and levels of morality, as well as strategies and management of social responsibility. In a written exam, they know how to explain the need to protect human rights. A seminar paper was created and presented (by independent use of computer programs).	10 hours
	5.	Morality/ethics of society (policies within the social order in relation to the ethics of managers).	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	On the written exam, they know how to explain policies within the social order in relation to the ethics of managers. A seminar paper was created and presented (by independent use of computer programs).	10 hours
	6.	Company morality (theory, corporate social responsibility, company-employee relationship).	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	On the written exam, they know how to explain the morality of the company in relation to theory, corporate social responsibility and the relationship between the company and employees. A seminar paper was created and presented (by independent use of computer programs).	10 hours
	7.	Morality (code of ethics) of the company and the state, shareholders, competitors, customers, company strategy and implementation of ethics in business practice.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	On the written exam, they know how to explain the company's code of ethics in relation to the state, shareholders, competitors, customers, as well as the company's strategy and the implementation of ethics in business practice. A seminar paper was created and presented (by independent use of computer programs).	10 hours
	8.	Ethical Dilemmas in Business: The Occurrence, Analysis, and Resolution of Ethical Dilemmas in Business. Ethical and legal?	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired	On the written exam, they know how to explain ethical dilemmas in business: the occurrence, analysis and resolution of ethical dilemmas in business, explain the difference between ethical and legal ways of doing business.	10 hours

				knowledge and presents the acquired knowledge and their own ideas by discussing problems.	A seminar paper was created and presented (by independent use of computer programs).	
9.	Violations of ethical norms in business: criminal activities, corruption, neglect of environmental problems and sustainability and poverty in the world.	1, 2, 3, 4, 5		They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	On the written exam, they can explain the forms of violation of ethical norms in business: criminal activities, corruption, and give a critical review of the neglect of environmental problems and sustainability, as well as poverty in the world. A seminar paper was created and presented (by independent use of computer programs).	12 hours
10.	Ways of implementing ethical behaviour in business, ethics checks, application of ethical theories and principles to business practice and attitude towards business principles for employees.	1, 2, 3, 4, 5		They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	On the written exam, they know how to explain the ways of implementing ethical behaviour in business, list ethics checks, the possibility of applying ethical theories and principles to business practice and the relationship to business principles for employees. A seminar paper was created and presented (by independent use of computer programs).	10 hours
11.	Implementation of ethical principles and social responsibility, creation of an ethical organizational climate and culture, the need for ethics principles, codes and etiquette, regulations.	1, 2, 3, 4, 5		They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	In the written exam, they know how to explain the implementation of ethical principles and social responsibility, the creation of an ethical organizational climate and culture, the needs of ethics principles, codes, etiquette and regulations in general. A seminar paper was created and presented (by independent use of computer programs).	10 hours
12.	Institutionalizing business ethics: ethics committees, teaching ethics in management and leadership development programs, factors of increasing ethics in business. Business climate and culture, corporate social responsibility.	1, 2, 3, 4, 5		They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	In the written exam, they know how to explain the forms of institutionalizing business ethics: ethics committees, teaching ethics in management and leadership development programs, and factors of increasing ethics in business. They know the importance of climate and business culture. They know how to explain corporate social responsibility. A seminar paper was created and presented (by independent use of computer programs).	10 hours
13.	Psychological aspects of ethics/morality: fundamental scientific explanations of moral development and learning of morality, positive values.	1, 2, 3, 4, 5		They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	In the written exam, they know how to explain the psychological aspects of ethics/morality: basic scientific explanations of moral development and learning of morality and effects (positive values). A seminar paper was created and presented (by independent use of computer programs).	10 hours
14.	Sociocultural and legal aspects of ethics/morality: value systems of different cultures/ethical norms, the impact of the	1, 2, 3, 4, 5		They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve	In the written exam, they can explain the socio-cultural and legal aspects of ethics/morality: value systems of different cultures/ethical norms, the	2 p.m.

		globalization process on the observance of ethical norms, equality of business.		problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	impact of the globalization process on the observance of ethical norms and equality of business. A seminar paper was created and presented (by independent use of computer programs).	
	15.	Basic principles of humanistic management, honesty and trust management, socially responsible behaviour in local and global business.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes individually, in pairs or groups, they make a presentation and solve problem situations, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas by discussing problems.	On the written exam, they know how to explain the basic principles of humanistic management, honesty and trust management, socially responsible behaviour in local and global business. A seminar paper was created and presented (by independent use of computer programs).	10 hours

3. EVALUATION OF STUDENT WORK						
3.1. Obligations of the student	Attendance at classes, seminar papers passed.					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam	2	Project	/
	Experimental work	/	Research	/	Practical work	/
	Assay	/	Report	/	Continuous Verification	/
	Colloquiums	/	Seminar paper	1	(other to enter)	/
	Activities in Class	/	Viva voce	/	(other to enter)	/
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			45		
	2. Preparation of a seminar paper and presentation			20		
3. Preparation for the colloquium/exam through self-study			55			
4. GRADE FORMATION						
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>
	Organization	The work is not organized in a logical order and lacks structure.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.		Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.		Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.		The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive and shows a detailed research approach.
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>			<b>Above average</b>
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.			Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.

4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Created Mental Map Solved Case Studies
		2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		5 points	7 points	8 points	10 points
	Taking the colloquium / Written part of the exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
Oral part of the exam	25 points	30 points	35 points	40 points	
	2	3	5	5	
4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade		
		90 – 100%	5 (excellent)	And	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		50 – 64,9%	2 (sufficient)	D	
<b>5. ADDITIONAL INFORMATION ABOUT THE CASE</b>					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Bebek, B., Kolumbić, A. (2000). Business Ethics (Chapters: Ethics, pp. 3-5; Business Ethics, pp. 7-18; Etiquette 249-302). Zagreb: Synergy.			3	
	1. Jalšenjak, B., Krkač, K. (eds.) (2016). Business Ethics, Corporate Social Responsibility and Sustainability, Second, revised and expanded edition (Development Review The Impact of European Cultures on Business Ethics and Corporate Social Responsibility, pp. 591-603). Responsible Behavior, p. 169-192; Fundamental Issues of Business Ethics and Codes of Ethics, p. 193-212; Fundamental Issues of Corporate Social Responsibility, p. 213-240; Socially Responsible Behavior and Promotion of Labor Rights in the Work Environment, p. 298-321; 2. Socially Responsible Behavior in the Republic of Croatia, p. 339 Concept -362; A Form for Making Moral Decisions, p. 363-367; 3. Principles of Responsibility in Human Resources Management, p. 488-506; Corporate Social Irresponsibility, p. 507-516; Zagreb: Mate.			3	
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	1. Aleksić, A. (2007): Business Ethics - an Element of Successful Business, Proceedings of the Faculty of Economics and Business in Zagreb, 5, 419-428. 2. Buble, M. (2006): Management, Chapter IV. Ethics and Social Responsibility of Management, p. 91-106. Split: Faculty of Economics in Split			2	Available online
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Monitoring of attendance and the success of the fulfilment of other obligations of students (teacher)Supervision of teaching (Vice-Dean for Teaching)Analysis of the success of studying in all subjects of study (Vice-Dean for Teaching)Student survey on the quality of teachers and teaching for each subject of study (UNIST, Centre for Quality Improvement)An exam conducted by the subject teacher checks all learning outcomes of the course. The content of the exam is periodically checked, on the basis of which the appropriateness of the method of checking learning outcomes is determined (Vice-Dean for Education).				

<p>5.4. Informing about the course and contacting the teacher</p>	<p>It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).</p>
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1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>ECONOMICS OF INFORMATION SYSTEMS</b>	1.8. Course code in ISVU	214962 214963
1.2. Course holders	Frane Urem, PhD, College Professor with Permanent Appointment	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+15+0+0)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	3rd level – materials available on-line, passing colloquiums and written exams on the computer  0%
1.5. Course status (mandatory, non-mandatory)	Non-mandatory	1.12. Ordinal number of amendments and/or additions to the course description	4.
1.6. Year of study	2nd Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	Acquisition of knowledge in methodologies of development and economics of information systems		
2.2. Course enrolment requirements and entry competencies required for the course			

2.3. Programme-level learning outcomes to which the course contributes	IE1 Organize and lead teamwork, and critically judge the opinions and attitudes of team stakeholders					
	IE2 Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	Analyse and interpret key business trends and innovations in the micro and macro business environment and propose innovative solutions and tactics for innovation in business					
	IE7 Apply and evaluate qualitative and quantitative methods of business decision-making in solving economic and managerial problems.					
	IE11 Identify various problems and risks and predict risky situations in business.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)					<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis
	1.	Understand and be able to analyse the economic fundamentals of the software				1,2
	2.	Illustrate the software life cycle based on an available practical example				2,3,4,5,6
	3.	Apply the concepts of risk and uncertainty related to the project in the field of information systems				2,3,4,5,6
	4.	Implement methods of economic analysis of the introduction or change of the information system using the best known practice				2,3,4,5,6
	5.	Link and interpret the engineering ("best possible") approach to problem solving				2,3,4,5,6
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1	Introduction to the course and a detailed implementation plan of classes.	-	They listen to the lecture.	-	2 hours
		Basic concepts	1,2,3	They listen to lectures, work on the computer, read literature.	Define the system approach and the concept of the system. Explain the key properties of information.	6 hours
	2.	Preparation and content of the offer for the implementation of the project in the field of information systems	1,2,3	They listen to lectures, work on the computer, read literature	Interpret the concept of a business information system. Identify the main parts of the information system offer.	8 hours
	3.	Cash flow in the project, the time value of money	1,2,3,4	They listen to lectures, work on the computer, read literature	Define cash flow in the project. Identify the sources of funding for the project. Identify project costs. Calculate the cash flow of a project based on a case study.	8 hours
	4.	Comparison of different offers for information systems that meet the technical specification	1,2,3,4	They listen to lectures, work on the computer, read literature	Understand and be able to analyse the offer for the information system. Identify an offer that meets the technical specification. Explain the importance of the most economically advantageous offer.	8 hours
	5.	Making a business decision regarding the procurement of an information system for a business organization	1,2,3,4	They listen to lectures, work on the computer, read literature	Recognize information resources in business. Recognize the reasons that lead to the decision to purchase an information system.	8 hours

	6.	Profit analysis for the procurement or development of an information system	1,2,3,4	They listen to lectures, work on the computer, read literature	Understand project feasibility analysis in a for-profit environment. Interpret the basic concepts in the project budget (BAC, ETC, EAC). Calculate MAAR. Calculate the NPV for the procurement of an information system from a case study.	8 hours
	7.	Loss of value of the information system	1,2,3,4,5	They listen to lectures, work on the computer, read literature	Calculate the loss of value of an information system.	8 hours
	8.	Non-profit cost-benefit analysis of the procurement of an information system	1,2,3,4,5	They listen to lectures, work on the computer, read literature	Interpret the cost-benefit analysis in an information system project intended for a non-profit environment.	8 hours
	9.	Preparation and content of the offer for the execution of the software project	3,4,5	They listen to lectures, work on the computer, read literature	Understand the content of the offer for the execution of a software project.	8 hours
	10.	Use of risk assessment techniques	3,4,5	They listen to lectures, work on the computer, read literature	Discuss the concept of risk. Identify and quantify risks in a given information system project.	8 hours
	11.	Using Techniques to Assess Uncertainty	3,4,5	They listen to lectures, work on the computer, read literature.	Understand the concept of uncertainty. Identify uncertainties in a given information system project.	8 hours
	12.	Determine the functional requirements for the software. Identifying non-functional software requirements	3,4,5	They listen to lectures, work on the computer, read literature	Define the functional requirements for the software. On the basis of a given business problem, determine the functional requirements for the software. Define the functional requirements for the software. Based on a given business problem, determine non-functional software requirements.	8 hours
	13.	Performance of information systems	3,4,5	They listen to lectures, work on the computer, read literature	Assess the performance of a given information system.	8 hours
	14.	Multi-criteria decision-making in a software project	3,4,5	They listen to lectures, work on the computer, read literature	Understand multi-criteria decision-making in a software project. Apply compensatory and non-compensatory decision-making methods in a given software project.	8 hours
	15.	Software Maintenance	3,4,5	They listen to lectures, work on the computer, read literature, prepare for the exam individually	Consider the importance of software maintenance. Define the basic types of software maintenance. Estimate software maintenance costs from a default case study.	8 hours

3. EVALUATION OF STUDENT WORK					
3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>• From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>• From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>• More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes and exercises and two colloquiums); b) during classes (active participation in classes and exercises) and by taking exams (written and oral part of the exam).</p>				
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam	1 (without colloquium)	Project
	Experimental work		Research		Practical work
	Assay		Report		Continuous Verification
	Colloquiums	2 (without written and oral exam)	Seminar paper		(other to enter)
	Activities in Class		Viva voce	1 (without colloquium)	(other to enter)
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:				
	<b>Obligation</b>			<b>Hours (estimate)</b>	
	1. Attending classes			60	
	2. Practical work on exercises			30	
	3. Preparation for the colloquium/exam through self-study			30	
4. GRADE FORMATION					
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>	<b>Satisfactory</b>	<b>Above average</b>	
	Organization				
	Terminology, writing style				
	Citation and citation of references				

4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>				
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.				
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.		76-86% attendance.		87-100% attendance.			
		4 points		7 points		10 points			
	Exercises	2		3		4		5	
		5 points		7 points		8 points		10 points	
	Taking the colloquium / Written part of the exam	2		3		4		5	
		50-64,9%		65-79,9%		80-89,9%		90-100%	
	Oral part of the exam	25 points		30 points		35 points		40 points	
		2		3		5		5	
4.4. Formation of the final score based on the absolute distribution		Percentage of acquired knowledge, skills and competencies (teaching + final exam)		Numerical rating		ECTS Grade			
		90 – 100%		5 (excellent)		And			
		80 – 89,9%		4 (very good)		B			
		65 – 79,9%		3 (good)		C			
		50 – 64,9%		2 (sufficient)		D			

5. ADDITIONAL INFORMATION ABOUT THE CASE			
	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	1. Reviewed teaching materials on the e-learning system of the University of Applied Sciences for the course: Software Engineering		Available online on the e-learning system
	2. F. Urem, Designing and Analyzing IS, Polytechnic of Šibenik, 2016, ISBN: 978-953-7566-30-2		
	3. IEEE Software Engineering Body of Knowledge (SWEBOK)		
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	<ol style="list-style-type: none"> <li>1. Bidgoli H.: Management Information Systems6, 4LTR Press,Cengage Learning, 2016.</li> <li>2. J.O'Brien, G.Marakas: Management Information Systems, 7th ed., McGraw Hill, 2016.</li> </ol>		Available on-line on the e-learning system
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	<p>Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature.</p> <p>Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during e consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).</p>		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>PUBLIC SPEAKING AND PRESENTATION SKILLS</b>	1.8. Course code in ISVU	201215 202140
1.2. Course holders	Zdravko <b>Kedžo</b> , PhD, Honorary Senior Lecturer	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+0+15+0)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Electoral	1.12. Ordinal number of amendments and/or additions to the course description	1.
1.6. Year of study	1st Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	<p>The goal is that students, based on theoretical knowledge and case studies: ; acquiring students' knowledge of key aspects of modern internal and public communication; In the course, special attention will be paid to the psychological and pragmatic aspect of public speaking skills and the most common mistakes in appearances and presentations, i.e. how to successfully apply certain knowledge and skills in practical business situations.</p> <ul style="list-style-type: none"> <li>• Define the basic concepts, specifics and sources of theory and practice of public appearances</li> <li>• Understand the theoretical foundations and practices of communication in the media with interactive and practical training exercises and gaining knowledge of different presentation techniques and tools and practicing them so that participants adopt more effective and convincing presentation;</li> <li>• Overcoming fear and stage fright, as well as gaining confidence and security in public speaking and presentation; introducing students to the most important aspects as well as the relationships between verbal and non-verbal communication</li> <li>• Apply the learned content of this course in business practice.</li> </ul>		

2.2. Course enrolment requirements and entry competencies required for the course	Completed undergraduate studies					
2.3. Programme-level learning outcomes to which the course contributes	IA 1: Create a presentation for the target audience and manage communication in different business situations					
	LO 2: Identify different problems and risks and anticipate risky situations in business.					
	LO 3: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.					
	LO 4: Design and conduct research to identify new business trends and market needs.					
	IE5: Conduct statistical analysis and apply qualitative and quantitative methods in business analysis.					
IE6: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.						
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)				<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1.	Describe and explain definitions, principles, competencies and models of contemporary communication activities, communication content and presentation skills	1, 2			
	2.	Analyse and apply interpersonal communication and public speaking	2, 3			
	3.	Identify, analyse, discover and evaluate the correct and incorrect structure and order of effective presentation and the rules of clear concise and concise argumentation	4, 5			
	4.	Analyse the audience and their expectations and master the skills of overcoming fear and stage fright;	3			
	5.	Recognize typical mistakes in public speaking and master avoidance techniques;	6			
	6.	Evaluate and apply selected models of public appearances and presentations to "difficult audiences".				
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1.	Introduction to the course and a detailed implementation plan of classes.	-	They listen to the lecture.	-	2 hours
	1.	Basic principles and models in communication sciences; types of messages;	1,	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they define the basic concepts. They describe the place and role of communication as a science, recognize and describe types of messages and models of public communication.	4 hours
2.	Rules of preparation for public speaking and presentation.	1,	They listen to a lecture and read literature.	At a colloquium or written and oral exam, they know how to enumerate, distinguish and give an	4 hours	

					example of good and unsuccessful public performances due to (in)adequate preparations	
3.	Analysis of the audience and their expectations	1, 2	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to define and describe the importance of analyzing the audience and the necessary adjustment of presentation skills according to the achievements and capabilities of the recipient of messages.	4 hours	
4.	Overcoming fear and stage fright	3, 4	They listen to a lecture and read literature. In seminar classes individually, and in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas, discuss problems.	At the colloquium or written and oral exam, they know how to define what stage fright is, how it arises, what are the most effective ways to combat it, and to what extent and why the fear of public speaking is justified Case study solved.	10 hours	
5.	Gaining confidence and confidence in performance	3,4	They listen to a lecture and read literature. In seminar classes, individually and in groups, they explore the content of this topic, and based on research and practical exercises, they make a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	At the colloquium or written and oral exam, they know how to define and describe the basic concepts, as well as the skills to gain the necessary self-confidence in various public appearances A seminar paper was created and presented (by independent use of computer programs).	10 hours	
6.	Proper use of speech and body in public speaking	2,3,4	They listen to a lecture and read literature. In seminar classes, they explore the content of this thematic area and, based on theoretical assumptions and practical exercises, create a seminar paper in which they present the acquired knowledge and present their own ideas	At the colloquium or written and oral exam, they know how to define and describe, but also practically present all the most important characteristics of verbal and non-verbal communication in public appearances and presentation skills. A seminar paper was created and presented (by independent use of computer programs).	8 hours	
7.	Verbal tools in presentation. Voice as a tool in public speaking and presentation	3, 4, 5	They listen to a lecture and read literature. In seminar classes, they individually explore the content of this thematic area by searching the database, and based on it and the literature they read, they make a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	At the colloquium or written and oral exam, they know how to define and describe the characteristics and forms of verbal public appearances and list and describe all the features and possible defects of the voice as a powerful tool in all public verbal performances. A seminar paper was created and presented (by independent use of computer programs).	10 hours	

	8.	The Structure and Order of Effective Presentation - The Rules of Clear and Convincing Argumentation	3, 4, 5	They listen to a lecture and read literature. In seminar classes , individually and in groups, they explore the content of this thematic area and create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	At the colloquium or written and oral exam, they know how to define the structure of public appearances and legalities in the order of presentation skills, and describe the types and necessary rules that achieve clarity and persuasiveness of the transmission of messages. A seminar paper was created and presented (by independent use of computer programs).	4 hours
	9.	Typical mistakes in public speaking	4, 5	They listen to a lecture and read literature. In seminar classes , individually and in groups, they explore the content of this thematic area and create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	At the colloquium or written and oral exam, they are able to identify, define and describe common mistakes in public appearances, as well as the most common reasons for their occurrence as well as suggestions for avoiding them. A seminar paper was created and presented (by independent use of computer programs).	6 hours
	10.	Appropriate appearance in public appearances. Aids in presentations.	4, 5	They listen to a lecture and read literature. In seminar classes, they solve a case study.	At the colloquium or written and oral exam, they know how to define and describe the basic concepts of adopted norms and established but also official rules on dress, make-up and general appearance suitable for different types of public appearances. Also, distinguish the appropriateness of different aids as tools in presentation skills.	8 hours
	11.	How to deal with a "difficult" audience	4, 5, 6	They listen to a lecture and read literature. In seminar classes, they solve a case study.	At the colloquium or written and oral exam, they are able to define and describe the basic concepts of the types and characteristics of different audiences and predict their possible behaviours as recipients of messages in public appearances. Case study solved.	8 hours
	12.	Public appearances in the media space	5, 6	They listen to a lecture and read literature. They use multimedia and networking. In seminar classes , they individually explore the content of this thematic area and create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	At the colloquium or written and oral exam, they know how to define and describe the basic concepts of the media space and the ways, models and laws of public appearance in the "media time". A seminar paper was created and presented (by independent use of computer programs).	10 hours
	13.	Public appearances – talent or learned skill	4, 5, 6	They listen to a lecture and read literature. In seminar classes , individually and in groups, they create a paper in which they present the acquired	At the colloquium or written and oral exam, they know how to define and describe the basic concepts and clearly know how to distinguish the elements of learned craft skills from the usually wrong assumptions about talent as the only and most important element of presentation skills.	6 hours

				knowledge and present their own ideas, and ways to solve problems.	A seminar paper was created and presented (by independent use of computer programs).	
	14.	Public appearances in social, artistic, business and political contexts.	5, 6	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to describe and critically judge the importance but also the success of public appearances and especially presentation skills in these and many other social and business environments.	6 hours
	15.	Concluding Considerations/Revision and Exam Preparation.		They listen to the lecture and prepare for the exam individually.		20 hours

3. EVALUATION OF STUDENT WORK					
3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>• From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>• From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>• More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes and creating a mind map and solving case studies, creating and presenting a seminar paper and two colloquiums); b) during classes (active participation in classes and creating a mind map and solving case studies, creating and presenting seminar papers) and taking exams (written and oral part of the exam).</p>				
	3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes		Written exam	2 (without colloquium)
	Experimental work		Research		Practical work
	Assay		Report		Continuous Verification
	Colloquiums	3 (without written and oral exam)	Seminar paper	0,5	(other to enter)
	Activities in Class	0,5	Viva voce	1 (without colloquium)	(other to enter)
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:				
	<b>Obligation</b>			<b>Hours (estimate)</b>	
	1.	Attending classes		45	
	2.	Preparation of a seminar paper and presentation		10	
3.	Preparation for the colloquium/exam through self-study		65		

4. GRADE FORMATION					
4.1. Evaluation of the seminar paper	Evaluation element	Badly	Satisfactory	Above average	
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.	
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.	
4.2. Evaluation of colloquiums / written and oral parts of the exam	Badly	Satisfactory	Above average		
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.	He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.	Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.		
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Created Mental Map Solved Case Studies
		2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		5 points	7 points	8 points	10 points
	Taking the colloquium / Written part of the exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		25 points	30 points	35 points	40 points
Oral part of the exam	2	3	5	5	

		25 points	30 points	35 points	40 points
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4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade
	90 – 100%	5 (excellent)	And
	80 – 89,9%	4 (very good)	B
	65 – 79,9%	3 (good)	C
	50 – 64,9%	2 (sufficient)	D

### 5. ADDITIONAL INFORMATION ABOUT THE CASE

5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	<ol style="list-style-type: none"> <li>Španjol Marković, M.: The Power of Persuasion, Profil, Zagreb, 2008.</li> <li>Leinert Novosel, S.: Communication Compass, Plejada, Zagreb, 2013.</li> <li>Kedžo, Z.: Lecture Materials</li> </ol>		Available online
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	<ol style="list-style-type: none"> <li>Pease, A.: Body Language, Založba-Mladinska knjiga, Zagreb/Ljubljana, 1991.</li> <li>Conger, J. A.: Necessary Art of Persuasion, Harvard Business Review, 1998.</li> </ol>		Available online
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	<p>Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature.</p> <p>Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).</p>		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>COST MANAGEMENT</b>	1.8. Course code in ISVU	201216 202141
1.2. Course holders	Anita <b>Grubišić</b> , MEcon, Senior Lecturer	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30 P + 0 V + 15 S)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	non-mandatory	1.12. Ordinal number of amendments and/or additions to the course description	1
1.6. Year of study	1st Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	Cost management in the company, allocation of costs by places and holders, and recording of costs and expenses using classic and modern methods Calculation.		
2.2. Course enrolment requirements and entry competencies required for the course	There are no conditions.		

2.3. Programme-level learning outcomes to which the course contributes	IE2: Identify different problems and risks and anticipate risky situations in business.					
	IE3: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.					
	IE6: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	IE11 Identify various problems and risks and predict risky situations in business.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<p><b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)</p>					<p><b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis</p>
	<ol style="list-style-type: none"> <li>1. Evaluate how managers use accounting information to create value in organizations.</li> <li>2. Explain how costs are presented in the financial statements.</li> <li>3. Understand the assumptions and limitations of CVP analysis.</li> <li>4. Understand the reasons for estimating fixed and variable costs, and explain how the basic product cost system works.</li> <li>5. Understand the ethical issues in the cost of doing business.</li> <li>6. Analyse the accounting choice between FIFO, LIFO, and weighted average cost.</li> <li>7. Compare the cost of an activity-based product with traditional methods.</li> <li>8. Understand the role of budgets in the overall plans of the organization.</li> </ol>					<p>4,5 4,5 3,4 5,6</p>
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1.	Introductory lecture. Location, role, content, function of management accounting.	-	They listen to the lecture. During the seminar, they are introduced to the content of the course and the documents on the e-learning page of the course.	-	2 hours
	Education for the accounting profession. Computerization of internal billing.	1, 2, 3,4	They listen to a lecture, browse databases and read literature.	On the written and oral exam, they define the basics of internal accounting.	6 hours	

	2.	Costs. Cost classification.	1, 2, 3,4	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to distinguish between types of expenses.	8 hours
	3.	Accounting cost tracking.	1, 2, 3,4	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exam, they know how to analyse and evaluate costs and the way of recording and monitoring costs.	8 hours
	4.	Costs in internal billing.	1, 2, 3,4	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	They know how to apply cost calculation in the written and oral exams.	8 hours
	5.	Peculiarities of classic and modern costing.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the peculiarities of classic and modern cost calculations.	8 hours
	6.	The impact of inventory accounting methods on the business result.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the impact of inventory calculation methods on the business result.	8 hours
	7.	Content and development of a business plan of the company.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the business plan of the company.	8 hours
	8.	Accountability accounting and flexible budgeting.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize accounting, accountability and flexible budgeting.	8 hours

	9.	Accounting standards and harmonisation of reporting. Transfer pricing and its accounting and tax implications.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to evaluate and synthesize transfer pricing and its implications.	8 hours
	10.	The information base of short-term business decision-making. Cash flow management.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize cash flow management as a basis for short-term business decision-making.	8 hours
	11.	Strategic accounting. Instruments Strategic accounting.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the instruments of strategic accounting.	8 hours
	12.	The information base of long-term business decision-making.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exams, they know how to evaluate and synthesize information for long-term business decision-making.	8 hours
	13.	Public Sector Management Accounting.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exam, they know how to evaluate and synthesize the management accounting of the public sector.	8 hours
	14.	Field work. Study trip.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the application of cost management to the overall business of the company.	8 hours
	15.	Repetition. Exam instructions. Signatures.	4, 5, 6	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exam, they know how to synthesize and evaluate – cost management methods on a practical example.	8 hours

3. EVALUATION OF STUDENT WORK					
3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Create and successfully defend a seminar paper (through 6 tasks).</p> <p>Students can pass the final exam when they pass all the outcomes with 50% or more of the acquired knowledge, skills and competencies, in a written and oral exam.</p>				
	3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam	Project
	Experimental work		Research	Practical work	
	Assay		Report	Continuous Verification	1
	Colloquiums		Seminar paper	(other to enter)	
	Activities in Class		Viva voce	(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:				
	<b>Obligation</b>		<b>Hours (estimate)</b>		
	1. Attending classes		45		
	2. Creating a practical paper and presentation				
	3. Preparation for a colloquium/seminar/exam through self-study		75		

4. GRADE FORMATION					
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>	<b>Satisfactory</b>	<b>Above average</b>	
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.	
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.	
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>	<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.	He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Case study solution
		4 points	7 points	10 points	
	Practical work				
		2	3	4	5
	Written part of the exam	50-64,9%	65-79,9%	80-89,9%	90-100%
		41 points	53 points	65 points	72 points
Oral part of the exam	2	3	4	5	

		9 points	12 points	15 points	18 points
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4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade		
	90 – 100%	5 (excellent)	And		
	80 – 89,9%	4 (very good)	B		
	65 – 79,9%	3 (good)	C		
	50 – 64,9%	2 (sufficient)	D		
<b>5. ADDITIONAL INFORMATION ABOUT THE CASE</b>					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1st group of authors: Management Accounting, RIF, Zagreb, 2011				Available online
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	<p>1. Lanen, W.N. &amp; Anderson, S.W. &amp; Maher, M.W., Fundamentals of cost accounting, Third Edition, 2014, by The McGraw-Hill – PPP</p> <p>2. Belak, V., Managerial Accounting, RRIF, Zagreb, 1995.</p> <p>3. Grubišić, A.; Business analysis, script, Polytechnic of Šibenik, 2010.</p>			2	
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	<p>Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature.</p> <p>Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.</p>				

<p>5.4. Informing about the course and contacting the teacher</p>	<p>It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).</p>
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1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>KNOWLEDGE AND INNOVATION MANAGEMENT</b>	1.8. Course code in ISVU	240737 240735
1.2. Course holders	Dijana Mečev, PhD, College Professor	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30P+15S)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, Percentage of course delivery online - up to 10%
1.5. Course status (mandatory, non-mandatory)	Non-mandatory	1.12. Ordinal number of amendments and/or additions to the course description	1.
1.6. Year of study	1st Academic Year	1.13. Modernisation	Yes <input type="checkbox"/> <input checked="" type="checkbox"/> no
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	The aim of the course is to introduce students to the concept of the knowledge society and the terminology necessary for the successful application of the concepts of knowledge and innovation management in the organizational environment. The course offers students an insight into different approaches to knowledge and innovation, based on real experiences of leading organizations.		
2.2. Course enrolment requirements and entry competencies required for the course			



2.3. Programme-level learning outcomes to which the course contributes	LL1: Organize and lead teamwork, and critically judge the opinions and attitudes of team stakeholders.					
	IE2: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	LA3: Integrate general knowledge in the field of management into business solutions.					
	LL6: Critically assess existing and propose new solutions to problems in business practice in the field of management.					
	LA7: Apply and evaluate qualitative and quantitative methods of business decision-making in solving economic and managerial problems.					
	IE12: Create a presentation for the target audience and manage communication in different business situations.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)				<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1.	<b>Distinguish</b> between types of knowledge and innovation in different organizational forms.			2	
	2.	<b>Relate</b> the different components of the organization and management to knowledge management.			4	
	3.	<b>Judge</b> the main challenges of innovation management and <b>recommend</b> a solution to face them.			6, 6	
	4.	<b>To devise</b> an innovation strategy taking into account the associated risks and regulatory framework.			5	
	5.	<b>Propose a plan</b> for the introduction of a new product or service based on the categorization of the steps of the innovation process.			5	
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1.	Introduction to the course and a detailed implementation plan of classes.	-	They listen to the lecture. By working independently on the computer, they get acquainted with the content of the course and the documents on the e-learning page of the course.	-	3 hours of classes
	2.	Data, information and knowledge	1	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At the colloquium or written and oral exam, they know how to define and explain the terms: data, information, knowledge; they know how to list different forms of knowledge and explain their mutual transformations.	3 hours of classes 5 hours of independent work
	3.	Foundations of knowledge management	1, 2	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic.	At the colloquium or written and oral exam, they know how to define and explain the concept of knowledge management, as well as the processes and phases through which knowledge management is carried out.	3 Hours of Instruction

				In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	They know how to explain the connection between the different ("hard" and "soft") components of the organization and management and knowledge management.	5 hours of independent work
4.	The Knowledge Management Cycle in Organizations Knowledge management and strategy	2	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At the colloquium or written and oral exam, they know how to define and explain different models of activities (phases) of knowledge management, and the concept of the level of maturity of knowledge management. They list the sources of a company's competitive advantage. They critically analyse the connection between knowledge and company strategy.	3 hours of classes 5 hours of independent work	
5.	Knowledge Management in Organizational Change	2	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At the colloquium or written and oral exam, they meaningfully connect the issue of (organizational) change management with knowledge management: they define the concept of organizational changes, determine their content and explain the phases that the organization goes through during the change process. They know how to explain the basic determinants of organizational policy and culture and critically analyse their impact on organizational changes.	3 hours of classes 5 hours of independent work	
6.	Knowledge Society Knowledge-based enterprise theories	2	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At a colloquium or written and oral exam, they know how to explain the effect of knowledge on modern companies (through the concept of the knowledge society). They know how to cite the sources and define the basic features of the knowledge society.	3 hours of classes 5 hours of independent work	
7.	Innovation Management and Major Challenges	1	They listen to a lecture and read literature. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At the colloquium or written and oral exam, they can list and explain different types of innovations and phases of the innovation process. In selected case studies, they know how to identify types of innovations and argue how they contribute to a competitive advantage.	3 hours of classes 5 hours of independent work	

	8.	Innovation strategy and associated risks	3, 4	They listen to a lecture and read literature. They use multimedia and networking. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	In a colloquium or written and oral exam, they know how to list different innovation strategies and explain their characteristics. On selected case studies, they know how to recognize risks in innovation.	3 hours of classes 5 hours of independent work
	9.	The Role of the State in Innovation	4, 5	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At the colloquium or written and oral exam, they know how to critically analyse the indicators of innovation of a particular country. On selected case studies, they know how to argue the role of the state in innovation.	3 hours of classes 5 hours of independent work
	10.	Developing an innovative organization	2	They listen to a lecture and read literature. They use multimedia and networking. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At a colloquium or written and oral exam, they know how to explain the characteristics of a creative climate, and judge the climate of a specific (selected) company.	3 hours of classes 5 hours of independent work
	11.	Source of ideas	4, 5	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	In a colloquium or written and oral exam, they know how to explain different methods for the source of ideas. In selected case studies, they know how to recognize the methods used for the source of ideas.	3 hours of classes 5 hours of independent work
	12.	Cooperation in innovation	3, 4	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic.	At a colloquium or written and oral exam, they know how to state and explain the determinants of cooperation, and the reasons for cooperation in innovation.	3 hours of classes 5 hours of independent work

				In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.			
	13.	Development of a new product	3, 4, 5	They listen to a lecture and read literature. They use multimedia and networking. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At a colloquium or written and oral exam, they know how to define a new product (according to a different degree of novelty); Explain the different stages of developing a new product. They know how to critically judge the role of the customer in the development of a new product	3 hours of classes 5 hours of independent work	
	14.	Development of a new service	3, 4,5	They listen to a lecture and read literature. With guided discovery and conversation, they discuss a given topic. In seminar classes individually, in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge. They present the acquired knowledge and their own ideas as a team.	At the colloquium or written and oral exam, they know how to define and explain the types of new services; Explain the different stages of developing a new service.	3 hours of classes 5 hours of independent work	
	15	Concluding Considerations/Revision and Exam Preparation.		Concluding Considerations / Revision and Exam Preparation.		3 hours of classes 10 hours of independent work	
<b>3. EVALUATION OF STUDENT WORK</b>							
3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot earn ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes, creation and presentation of seminar paper and project and two colloquiums); b) during classes (preparation and presentation of seminar paper and project) and by taking exams.</p>						
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total	Attending classes	0,5		Written exam	1 (without colloquium)	Project	1
	Experimental work			Research		Practical work	
	Assay			Report		Continuous Verification	

number of ECTS credits corresponds to the credit value of the course)	Colloquiums	1 (without written exam)	Seminar paper	0,5	(other to enter)	
	Activities in Class	1	Viva voce		(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			45		
	2. Preparation of a seminar paper and presentation			15		
	3. Project			40		
4. Preparation for the colloquium/exam through self-study			20			
<b>4. GRADE FORMATION</b>						
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>
	Organization	The work is not organized in a logical order and lacks structure.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.		Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.		Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.		The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of a final score based on absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)		Numerical rating		ECTS Grade	
	90 – 100%		5 (excellent)		And	
	80 – 89,9%		4 (very good)		B	
	65 – 79,9%		3 (good)		C	

	50 – 64,9%	2 (sufficient)	D
5. ADDITIONAL INFORMATION ABOUT THE CASE			
	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	<ol style="list-style-type: none"> <li>Prester, J. (2010.) Innovation management. Synergy – Nakladnistvo d.o.o., Zagreb</li> <li>North, K. (2008) Knowledge management - Knowledge-oriented business management. Slap Publishing House, Zagreb. (selected chapters)</li> </ol>	5	
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	Scientific articles and case studies that are predefined for each academic year and individual activities of the teaching process		
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		

## II UNIVERSE

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>RISK MANAGEMENT</b>	1.8. Course code in ISVU	129873 202134
1.2. Course holders	Anita <b>Krolo Crvelin</b> , MSc, Senior Lecturer	1.9. Course code in MOZVAG	

1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(45+0+15+0)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 20%
1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Ordinal number of amendments and/or additions to the course description	1.
1.6. Year of study	3rd Academic Year	1.13. Modernisation	Y yes <input type="checkbox"/> <input checked="" type="checkbox"/> no
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input type="checkbox"/> More than 20% <input type="checkbox"/>
<b>2. DESCRIPTION OF THE COURSE</b>			
2.1. Objectives of the College	<ul style="list-style-type: none"> <li>To introduce students to the concept and types of business risks,</li> <li>learn about the issues of identification, management and risk anticipation</li> <li>adopt mechanisms to mitigate the effects of risks.</li> </ul>		
2.2. Course enrolment requirements and entry competencies required for the course	There are no entry competencies.		
2.3. Programme-level learning outcomes to which the course contributes	<ul style="list-style-type: none"> <li>Identify various problems and risks and anticipate risky situations in business</li> <li>Integrate general knowledge in the field of management into business solutions</li> <li>Critically assess existing and propose new solutions to problems in business practice in the field of management</li> <li>Analyse and interpret key business trends in the micro and macro business environment and propose strategies for the growth and development of the company</li> <li>Use professional literature and terminology when transferring information, proposing ideas and solutions in the business environment</li> </ul>		
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)		<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis,

		5-evaluation, 6-synthesis
	It is expected that after completing the course and preparing seminar papers, students will be able to:	
	1. Identify the types of risk in organizational operations	1, 2
	2. assess the significance of risks and recommend risk management mechanisms;	2, 3
	3. create new ideas and solutions for organizational risk management,	1, 2, 3
	4. anticipate risky situations;	3, 4
	5. analyse the internal and external environment of the company and propose different business strategies,	4, 5, 6

Constructive alignment						
r.br.	Thematic unit	IU College	Content/Teaching Method	Evaluation	Time required	
2.5. Course content elaborated in detail according to the teaching schedule	1.	Introduction to the course and a detailed implementation plan of classes.	-	Introduction to the subject, method of work and obligations of students.	-	2 hours
		Business crisis, patterns and symptoms	1, 6, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they define the basic concepts. They describe a business crisis. They understand the root causes and symptoms of a business crisis.	2 hours
	2.	Concept and types of risk (speculative and pure risks), classification of business risk	1, 6, 7	They listen to a lecture and read literature. In seminar classes, individually or in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas, discuss problems.	In a colloquium or written and oral exam, they know how to distinguish between basic types of risks. They are capable of classifying business risks.	3 hours
	3.	Attitudes of decision-makers towards risk.	1, 6, 7	They listen to a lecture and read literature.	In a colloquium or written and oral exam, they understand the basic framework of the decision-making process. They understand the effects of different attitudes of decision-makers towards risk.	3 hours
	4.	Decision-making based on the ratio of profit and risk.	1, 2, 3, 4, 5, 6, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to apply what they have learned in the decision-making process, especially decision-making based on the profit-risk ratio.	8 hours
	5.	Pure Risk Hedging Methods (Transfer, Reduction, Takeover, Scheduling)	1, 5, 6, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to recognize and apply methods of protection against pure risks.	4 hours
	6.	The concept and characteristics of risk analysis.	1, 3, 5, 6, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to explain the concept of risk analysis. They are able to critically analyse the features of risk analysis.	6 hours

	7.	Risk identification (project, company and market risks),	1, 2, 3, 4, 5, 6, 7	They listen to a lecture and read literature.	In a colloquium or written and oral exam, they know how to identify project risks, company risks and market risks.	6 hours
	8.	Risk measurement methods	1, 4, 5, 6, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to define the basic methods of risk measurement.	4 hours
	9.	Valuation of options	1, 2, 3, 4, 5, 6, 7	They listen to a lecture and read literature.	In a colloquium or written and oral exam, they know how to evaluate different risk management options.	2 hours
	10.	Decision-making in conditions of uncertainty.	1, 2, 3, 4, 5, 6, 7	They listen to a lecture and read literature.	In a colloquium or written and oral exam, they know how to define the concept of uncertainty. They apply what they have learned earlier when making decisions in conditions of uncertainty.	2 hours
	11.	Risk analysis by simulation	1, 2, 3, 4, 5, 6, 7	They listen to a lecture and read literature.	At a colloquium or written and oral exam, they know how to analyse risks using the simulation method.	1 sat
	12.	Management Definition Phase, Control Acquisition Phase, Evaluation Phase	1, 2, 3, 4, 5, 6, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know the basic characteristics of individual phases of crisis management. They are able to recognize the fundamental critical moments of each individual phase.	4 hours
	13.	Emergency phase, Stabilization phase	1, 2, 3, 4, 5, 6, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know the basic characteristics of individual phases of crisis management. They are able to recognize the fundamental critical moments of each individual phase.	4 hours
	14.	Phase of return to growth	1, 2, 3, 5, 6, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know the basic characteristics of individual phases of crisis management. They are able to recognize the fundamental critical moments of each individual phase.	3 hours
	15.	Crisis - termination and characteristics		They listen to the lecture and prepare for the exam individually.	At the colloquium or written and oral exam, they know the basic characteristics of individual phases of crisis management. They are able to recognize the fundamental critical moments of each individual phase.	4 hours

3. EVALUATION OF STUDENT WORK						
3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper. Seminar paper is mandatory and a condition for taking the exam. The exam consists of a written and an oral part. The exam can be taken through a colloquium, and if successfully passed, the grade is entered without an oral exam. If the written exam is taken without a colloquium, the oral part of the exam is also mandatory. It is recommended that students actively participate in classes, which includes participation in group case studies, group discussions, etc. It is the obligation of every student to be regularly informed about the course of classes. All notifications about the holding or possible postponement of classes will be published on the e-learning page of the course, where you will also find all information about the course, as well as teaching materials and a list of references</p>					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	2	Written exam	2 (without colloquium)	Project	
	Experimental work		Research		Practical work	
	Assay		Report		Continuous Verification	
	Colloquiums	2 (without written and oral exam)	Seminar paper	1	(other to enter)	
	Activities in Class	1	Viva voce		(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1.	Attending classes		60		
	2.	Preparation of a seminar paper and presentation		60		
	3.	Preparation for the colloquium/exam through self-study		60		
<b>4. GRADE FORMATION</b>						
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>
	Organization	The work is not organized in a logical order and lacks structure.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.
	Terminology, writing style	Words and phrases are not aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical and linguistic errors.		Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic		Sources are cited, but incomplete and with errors. The references are		The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and

		and show a superficial approach to researching the topic.	appropriate to the topic and show a satisfactory research attitude.	comprehensive, and shows a detailed research approach.	
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>	<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.	He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active Attendance (A1)	a minimum of 70% attendance at total classes for full-time students and 50% attendance for part-time students			
		share in the overall score – 10 %			
	Seminar paper (A2)	2	3	4	5
		50-64%	65-77%	78-89%	90-100%
		share in the overall score – 30 %			
	Taking the colloquium / Written part of the exam (A3)	2	3	4	5
		50-64%	65-77%	78-89%	90-100%
share in the overall score – 60 %					
Final rating	$Ocjena (\%) = 0,10A_1 + 0,30A_2 + 0,60A_3$				
4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade		
	90 – 100%	5 (excellent)	A		
	80 – 89,9%	4 (very good)	B		
	65 – 79,9%	3 (good)	C		

		50 – 64,9%	2 (sufficient)	D	
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5. ADDITIONAL INFORMATION ABOUT THE CASE			
	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	<ol style="list-style-type: none"> <li>1. Sprčić, D. M. et al.: Application of the Integrated Risk Management Model, University of Zagreb, Faculty of Economics and Business, 2019.</li> <li>2. Klarić, M.: Risk Analysis, Faculty of Economics in Osijek, Josip Juraj Strossmayer University, Osijek, 2006.</li> <li>3. Sučević, D. Crisis Management, Lider, Zagreb, 2010.</li> </ol>		
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	<ol style="list-style-type: none"> <li>1. Lecture materials</li> <li>2. Klarić, M.: Introduction to Risk Management, , Faculty of Economics and Business in Osijek, Josip Juraj Strossmayer University, Osijek, 2011.</li> </ol>		
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	<p>Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature.</p> <p>Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).</p>		

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	Operational Management	1.8. ISVU course code	
1.2. Lecturer	Željko <b>Deković</b> , MEcon, Honorary Senior Lecturer	1.9. MOZVAG course code	
1.3. Assistants and/or associates	Jelena Žaja	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	(45+30+0+0)
1.4. Study programme (specialist, undergraduate, graduate)	Graduate Study Programme Management	1.11. Level of e- learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of online course performance (max. 20%)	1 <sup>st</sup> – materials available On-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	3.
1.6. Study year	1 <sup>st</sup>	1.13. Modernization	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

2. COURSE DESCRIPTION	
2.1. Course objectives	<p>Introduce students with the concept of Operational Management, its role in the company's activities as well as ways of improving the company's business with a special focus on development of ways of looking at operational business processes.</p> <p>Introduce students with the basics of Operational Management through lectures, classroom discussions and business cases, and instruct students to create operations and improve systems that create the primary products and services of the company so that after completing the course, each student knows how to approach the basic problems of operating business and where they should look for additional information to solve complex operational management issues that arise in practice in everyday business.</p>
2.2. Terms of course entry and required competences	No conditions.
2.3. Learning outcomes on the study programme level	LO2: Use professional literature and terminology when conveying information, proposing ideas and solutions in a business environment.
	LO3: Integrate general knowledge from the field of management into business solutions.
	LO4: Analyse and interpret key business trends in the micro and macro business environment and propose strategies for the growth and development of the company.
	LO6: Critically evaluate existing and propose new solutions to problems from business practice in the field of management.
	LO7: Apply and valorize qualitative and quantitative business decision-making methods in solving economic and managerial problems.
	LO9: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.
2.4. Expected learning outcomes on the course level	<p><b>Learning outcomes</b> towards Bloom's taxonomy: (up to two verbs per LO)</p> <p><b>LO Level:</b> 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i></p>

		5. Evaluation, 6. Synthesis
	1.to use basic concepts of Operational Management,	3
	2.to propose basic and correct production and operations decisions in the area of production and services management through the implementation of the appropriate operational planning followed by analysis and control of the achieved indicators and results,	6
	3.to choose models, methods, techniques, and tools appropriate to certain issues at the operating management level,	5
	4.to valorize the concepts of quality management in modern business by applying appropriate statistical methods,	5
	5.to draw up a plan for managing capacity overbooking on a practical example of a hotel business,	6
	6.to recommend a strategies for managing waiting line,	6
	7.to evaluate the implementation of Operational Management activities by applying a project approach (designing and planning activities based on the type of production and choice of technology, location selection, project organization),	5
	8.use materials and tools to search scientific and professional literature in Croatian and in English and present accepted knowledge, ideas, problems and solutions independently and in the team.	3,6

	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
2.5. Course content according to detailed curriculum schedule		Introduction to the course and a detailed performance plan	-	Listen to the lecture. Get acquainted with course content and documents on the e-learning course page.	-	2 hours
	1.	Basic concepts and determinants of operational management.	1, 8	Listen to the lecture and read the literature.	At the colloquium or the written and oral exam, they can explain the position of operational management in the organizational structure, the most important decisions in Operational Management, the transformation process, the difference between operations and processes, and they can distinguish the similarities and differences between products and services.	8 hours
	2.	Operational strategy and production management.	1, 2, 3, 8	They listen to lectures, read literature and study case studies. In the exercise classes, instructional methods are used in the application of	At the colloquium or the written and oral exam they know how to differentiate the operating - production strategy from the business strategy. They know how to describe the product life cycle, analyse the competitive advantages of businesses, explain why trade-offs are made, and suggest compromise in strategy. They can explain the types of	10 hours

				total, partial and multifactorial measures of productivity.	operating strategies and relate them to different degrees of production efficiency. They know how to calculate and interpret productivity by using appropriate overall, partial, and multifactorial measures.	
	3.	Selection of production process.	1, 2, 3, 4, 8	They listen to a lecture and read literature. In the exercise classes, they analyse the point of cost coverage, determine the utilization of production capacity.	At the colloquium or written and oral exam they can explain the types of production process, how the production process is selected, analyse the factors in the decision making process of the production process selection, propose economic criteria for the production process selection, and highlight the advantages and disadvantages of certain types of production processes.	10 hours
	4.	Design of production and service processes.	1, 2, 3, 4, 8	They listen to a lecture and read literature. They study case studies to demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	At the colloquium or the written and oral exam, they can explain the concept of a new product introduction strategy, identify differences between factory and service production, and explain the service matrix, service strategy and the term triangle. Furthermore, they know how to classify services, determine service efficiency and propose measures to improve services.	10 hours
	5.	Technology selection and process flow analysis.	1, 2, 4, 7, 8	They listen to a lecture and read literature. In group work, they study case studies, which show the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	At the midterm or the written and oral exam they can analyse the process flow by making a flow chart, measure the process performance and propose measures to shorten the process duration.	10 hours
	6.	Work management. Job design and work measurement.	1, 2, 4, 8	They listen to a lecture and read literature. Case studies on the topic of job design and work measurement are addressed in the exercise classes.	At the colloquium or the written and oral exam they can explain the reasons for measuring work and setting work standards. Furthermore, they know how to select and apply different work measurement techniques, explain the concept of ergonomics, anticipate the main issues an operations manager will face in job design, and identify the advantages and disadvantages of work specialization in a company.	10 hours
	7.	Forecasting	1, 2, 3, 8	They listen to a lecture and read literature. In the exercise classes, for quantitative demand forecasting method the instructional method is applied.	At the colloquium or the written and oral exam, they can choose the appropriate quantitative methods in order to predict the demand on concrete example. They know how to control the accuracy of forecast demand and propose measures to adjust for forecasting errors.	14 hours
	8.	Aggregate planning and major production schedules.	1, 2, 3, 7, 8	They listen to a lecture and read literature. In group work on the exercises, they develop uniform, offensive and	They can state and explain the concept, goals and types of aggregate plans at the colloquium or the written and oral exam. They can explain how planning factors affect the development of an aggregate plan, how their amounts can be determined, and what are the possible options and costs	12 hours

		Capacity and location planning in OM.		hybrid aggregate plans. For the purpose of making capacity decisions, they measure capacity and build a decision tree.	in aggregate planning. They know how to develop an aggregate plan on the basis of which they can define decisions about the number of employees needed, overtime, subcontracting and the general level of total inventories. They know how to make a decision tree for the purpose of making capacity decisions.	
9.		Service Management / Yield Management.	1, 2, 4, 5, 8	They listen to a lecture and read literature. A case study is processed.	At the colloquium or the written and oral exam they know explain the concept of yield management and propose appropriate strategy for matching of supply and demand. They know how to design a rebooking plan, or determine the optimal rebooking policy.	12 hours
10.		Service Management / Waiting lines	1, 2, 6, 8	They listen to a lecture and read literature. Waiting lines are studied by calculating the operating characteristics of the system. In the group work, the method of discussing the topic at hand is applied.	At the colloquium or the written and oral exam they can state and explain the costs in waiting lines, categorize basic operational characteristics in studying waiting lines, choose the appropriate waiting lines model, explain when the waiting lines are stable, evaluate the quality of service provided with regard to system utilization, calculate and interpret the performance of the queuing tail system and make suggestions for service improvements.	12 hours
11.		Quality management.	1, 2, 3, 4, 8	They listen to a lecture and read literature. On exercises, the method of instruction in the processing of different methods of statistical quality control is applied.	At the colloquium or the written and oral exam they can explain the PDCA circle as an approach to quality improvement, the term and principles of TQM, Six Sigma. Furthermore, they know how to explain the concept of statistical process control, where it is used, types of data in statistical process control, to explain the concepts of variations, attributes, and variables in statistical process control. Based on existing data, they are able to select the appropriate type of control chart, calculate the required characteristics, construct a control chart and make a conclusion as to whether the process is under control.	10 hours
12.		Production schedule and production scheduling.	1, 2, 7	They listen to a lecture and read literature.	At the colloquium or the written and oral exam they know to explain the types of production / space layouts, propose criteria for making decisions on the spatial allocation of work resources, explain the advantages and disadvantages of the process production schedule, the term "termination", and what is the basic difference between scheduling and aggregate planning.	6 hours
13.		Inventory management.	1, 2, 7	They listen to a lecture and read literature. In the exercise classes, the method of instruction is applied in determining the optimal order quantity and number of orders, the optimal amount of costs, and the holding of supplies. Students independently perform inventory analysis	At the colloquium or the written and oral exam they can explain the basic parameters in inventory management, explain the costs of holding inventory, types of demand from the aspect of inventory management, explain the models of inventory management in dependent demand and in independent demand. They know how to determine the optimum ordering amount, the optimum cost of ordering and holding inventory, and analyse the inventory and categorize it according to the ABC Inventory Management System.	10 hours

				according to the ABC Inventory Management System.		
	14.	Enterprise Resource Management. Just in time / Lean production.	1, 3, 7, 8	They listen to a lecture and read literature.	At the colloquium or the written and oral exam they know to explain the concepts of JIT and lean manufacturing, how they differ from traditional business practices, and how JIT can be used in planning and management. They can explain the terms kanban and kaizen.	6 hours
	15.	Project management.	1, 2, 7	They listen to a lecture and read literature. Using the PERT method, they independently calculate the project duration.	At the midterm or the written and oral exam they can explain the basic stages in project management, they can predict the limitations of the project and explain the concept of the bargaining triangle. They know how to list different project management methods and calculate project duration using the PERT method.	6 hours
Concluding considerations / Repeating and preparing for exam.				They read the literature and prepare individually for the exam.		32 hours
<b>3. EVALUATION OF STUDENT WORK</b>						
3.1. Students` obligations	<p>In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> <li>From 0 – 24,9% ECTS credits - is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;</li> <li>From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;</li> <li>More than 50% ECTS credits - students have the right to access the final exam of the subject.</li> </ul> <p>Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies and passing two colloquia); b) during the course (active participation in the lessons, solving case studies) and passing the exam (written and oral exam).</p>					
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course)	Attendance	1	Written exam	2,5 (by submitting both colloquiums the student is relieved of an written examination)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	4,5 (by submitting both colloquiums the student is relieved of a	Seminar paper		Other (inscribe)	

		written and oral examination)				
	Class activities	0,5	Oral exam	2 (by submitting both colloquiums the student is relieved of an oral examination)	Other (inscribe)	
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:					
	<b>Commitment</b>			<b>Hours (estimate)</b>		
	1.Attending classes			75		
	2.Preparation for the Colloquium / exam through self-study			105		
<b>4. GRADING</b>						
4.1. Seminar paper grading	<b>Valuation Element</b>	<b>Poor</b>		<b>Satisfying</b>		<b>Above average</b>
	Organization	The paper is not organized in a logical order and its structure is lacking.		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another
	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.		Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.
4.2. Colloquium / exam grading	<b>Poor</b>		<b>Satisfying</b>		<b>Above average</b>	
	Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.		Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.		Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find	

					solutions that are not originally given. There is a correlation with correlative subjects.
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-75% of attendance	76-86% of attendance	87-100% of attendance	Solved case study.
		3 points	5 points	7 points	3 points
	Colloquium / written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		27 points	33 points	39 points	45 points
	Oral exam	2	3	5	5
27 points		33 points	39 points	45 points	
4.4. Creating a final grade according to absolute allocation		Percentage of adopted knowledge, skills and competences (teaching + final exam)	Numerous grade	ECTS grade	
		90 – 100%	5 (excellent)	A	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		50 – 64,9%	2 (sufficient)	D	
<b>5. ADDITIONAL INFORMATION ABOUT THE COURSE</b>					
5.1. Compulsory literature (available in the library and through other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1.Prester J. (2015). *Operacijski menadžment*. Mikrorad, Ekonomski fakultet Zagreb.			10	
	2.Deković, Ž., Šišara, J. (2017). *Primjena operacijskog menadžmenta – zbirka zadataka s teoretskim objašnjenjima*. Veleučilište u Šibeniku, Šibenik.				Available On-line
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1.Taylor B.W., Russell R. S. (2006). *Operational Management: Quality and Competitiveness in a Global Environment*. Wiley. 2.Schroeder, R. G. (1999). *Upravljanje proizvodnjom, Odlučivanje u funkciji proizvodnje*. Mate, Zagreb. 3.Barković, D. (2011). *Uvod u operacijski management* Ekonomski fakultet u Osijeku, Osijek. 4.Slack N., Brandon-Jones A., Johnston R. (2013). *Operational Management*. Pearson Paper. 5.Prester J. (2014). *Operacijski menadžment u uslugama*. Sinergija, Zagreb.			2 2 3	
5.3. Quality assurance	The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students' progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature.				

methods that ensure the acquisition of knowledge, skills and competences	Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.
5.4. information on the course and contact with the teacher	It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).

	Constructive alignment					
	r.br.	Thematic unit	IU College	Content/Teaching Method	Evaluation	Time required
2.5. Course content elaborated in detail according to the teaching schedule		Introduction to the course and a detailed implementation plan of classes.	-	They listen to the lecture. They are introduced to the content of the course and the documents on the e-learning page of the course.	-	2 hours
	1.	Basic concepts and determinants of operational management.	1, 8	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they can explain the position of operational management in the organizational structure, the most important decisions in Operational Management, the transformation process, the difference between operations and processes, and they know how to single out the similarities and differences between products and services.	8 hours
	2.	Operational strategy and production management.	1, 2, 3, 8	They listen to a lecture, read literature, and study case studies. In the teaching of exercises, the method of instruction is applied in the application of total, partial and multifactorial measures of productivity.	At the colloquium or written and oral exam, they know how to distinguish between operational and production strategy from business strategy. They know how to describe the product life cycle., analyse the competitive advantages of the company, explain why compromises are made and suggest making compromises in the strategy. They know how to explain the types of operational	10 hours

					strategies and relate them to different degrees of production efficiency. They know how to calculate and interpret productivity as an example of appropriate total, partial and multifactorial measures.	
3.	Selection of the production process.	1, 2, 3, 4, 8	They listen to a lecture and read literature. During the exercises, they analyse the cost recovery point, determine the utilization of production capacities.		At the colloquium or written and oral exam, they can explain the types of production processes, how the selection of the production process is made, analyse the factors in the process of making a decision on the choice of the production process, propose economic criteria for the selection of the production process, single out the advantages and disadvantages of certain types of production processes. They know how to explain the concept of a production matrix and give examples by individual types. They know how to construct a break-even point diagram and perform a break-even point analysis.	10 hours
4.	Shaping the production and service process.	1, 2, 3, 4, 8	They listen to a lecture and read literature. They process case studies, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas, discuss problems.		At the colloquium or written and oral exam, they can explain the concept of a strategy for introducing a new product, determine the differences between factory and service production, explain the matrix of services, service strategy and the concept of a triangle. Furthermore, they know how to classify services, determine the effectiveness of the service, and propose measures to improve services.	10 hours
5.	Selection of technology and analysis of the process flow.	1, 2, 4, 7, 8	They listen to a lecture and read literature. In group work, they process case studies, which shows the acquisition of previously acquired knowledge and presents the acquired knowledge and their own ideas, discuss problems.		At the colloquium or written and oral exam, they know how to analyse the flow of the process by creating a flowchart, measure the performance of the process and propose measures to shorten the duration of the process.	10 hours
6.	Work management. Job design and work measurement.	1, 2, 4, 8	They listen to a lecture and read literature. In the exercise classes, case studies on the topic of job design and work measurement are processed.		At the colloquium or written and oral exam, they know how to explain the reasons for measuring work and determining work standards. Furthermore, they know how to select and apply different techniques of work measurement, explain the concept of ergonomics, anticipate the main issues faced by the operations manager in job design, and determine the advantages and disadvantages of specializing work in the company.	10 hours
7.	Prediction.	1, 2, 3, 8	They listen to a lecture and read literature.		At the colloquium or written and oral exam on a specific example, they know how to choose the	2 p.m.

				In the teaching of exercises, the method of instruction is applied in the processing of quantitative methods of demand forecasting.	appropriate quantitative methods in order to predict demand. They know how to control the accuracy of forecasted demand and propose measures to adapt to forecasting errors.	
8.	Aggregate planning and master production schedule. Capacity and location planning in the OM.	1, 2, 3, 7, 8	They listen to a lecture and read literature. In group work, they develop uniform, offensive and hybrid aggregate plans. For the purpose of capacity decision-making, they measure capacities and create a decision tree.	At the colloquium or written and oral exam, they are able to state and explain the concept, goals and types of aggregate plans. They know how planning factors affect the development of an aggregate plan, how their amounts can be determined, and what are the possible options and costs in aggregate planning. They know how to develop an aggregate plan on the basis of which they can define decisions on the required number of workers, overtime, subcontracting and the general level of total inventories. They know how to create a decision tree for the purpose of making a decision about the chapters.	12 hours	
9.	Service Management/Yield Management.	1, 2, 4, 5, 8	They listen to a lecture and read literature. A case study is being processed.	At the colloquium or written and oral exam, they know explain the concept of yield management and overbooking and propose appropriate strategies for matching supply and demand. They know how to draw up a rebooking plan or determine the optimal overbooking policy.	12 hours	
10.	Service management / queue tails.	1, 2, 6, 8	They listen to a lecture and read literature. Waiting tails are studied by calculating the operating characteristics of the system. In group work, the method of discussing the presented topic is applied.	At the colloquium or written and oral exam, they know how to list and explain the costs in waiting queues, categorize the basic operational characteristics in the study of waiting queues, choose the appropriate model of waiting queues, explain when the waiting tail is stable, evaluate the quality of the service provided with regard to the utilization of the system, calculate and interpret the performance of the waiting tail system and give suggestions for improving the service.	12 hours	
11.	Quality management.	1, 2, 3, 4, 8	They listen to a lecture and read literature. In the teaching of exercises, the method of instruction is applied in the processing of various methods of statistical quality control.	At the colloquium or written and oral exam, they know how to explain the PDCA circle as an approach to quality improvement, the concept and principles of TQM, Six Sigma. Furthermore, they know how to explain the concept of statistical process control, where it is used, types of statistical data in statistical process control, explain the concepts of variations, attributes and variables in statistical process control. Based on the existing data, they know how to choose the appropriate type of control map, calculate the necessary characteristics, construct a control map and draw a conclusion whether the process is under control.	10 hours	

	12.	Production schedule and production schedule.	1, 2, 7	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know explain the types of production /spatial/ layouts, propose criteria for making decisions on the spatial distribution of work resources, explain the advantages and disadvantages of the process production schedule, the concept of scheduling and what is the basic difference between scheduling and aggregate planning.	6 hours
	13.	Inventory management.	1, 2, 7	They listen to a lecture and read literature. In the course of exercises, the method of instruction is applied in determining the optimal amount of ordering and the number of orders, the optimal amount of costs and keeping stocks. Students independently conduct inventory analysis according to the ABC inventory management system.	At the colloquium or written and oral exam, they know Explain the basic parameters in inventory management, explain the costs of holding inventory, types of demand from the aspect of inventory management, explain inventory management models in dependent demand and independent demand. They know how to determine the optimal ordering quantity, optimal costs of ordering and keeping stock, and make an inventory analysis and categorize them according to the ABC inventory management system.	10 hours
	14.	Enterprise resource management. Just in time and lean manufacturing.	1, 3, 7, 8	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know explain the concepts of JIT and lean manufacturing, how they differ from the practice of traditional business and how JIT can be used in planning and management. They know how to explain the concepts of kanban and kaizen.	6 hours
	15.	Project management.	1, 2, 7	They listen to a lecture and read literature. By applying the PERT method, they independently calculate the duration of the project.	At the colloquium or written and oral exam, they know explain the basic phases in project management, know how to anticipate project constraints and explain the concept of a haggling triangle. They know how to list different project management methods and calculate the duration of a project using the PERT method.	6 hours
		Concluding Considerations/Revision and Exam Preparation.		They read literature and prepare for the exam individually.		32 hours

### 3. EVALUATION OF STUDENT WORK

3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> </ul>
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	<ul style="list-style-type: none"> <li>More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes, solving case studies and two colloquiums); b) during classes (active participation in classes, solving case studies) and by taking exams (written and oral part of the exam).</p>					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam	2.5 (without colloquium)	Project	
	Experimental work		Research		Practical work	
	Assay		Report		Continuous Verification	
	Colloquiums	4.5 (without written and oral exam)	Seminar paper		(other to enter)	
	Activities in Class	0,5	Viva voce	2 (without colloquium)	(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			75		
	2. Preparation for the colloquium/exam through self-study			105		
<b>4. GRADE FORMATION</b>						
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>
	Organization	The work is not organized in a logical order and lacks structure.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.		Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.		Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.		The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>	

	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.	He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.			Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Class Activity/Solved Case Studies
		3 points	5 points	7 points	3 points
	Taking the colloquium / Written part of the exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		27 points	33 points	33 points	45 points
	Oral part of the exam	2	3	5	5
27 points		33 points	39 points	45 points	
4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade		
		90 – 100%	5 (excellent)	And	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		50 – 64,9%	2 (sufficient)	D	
<b>5. ADDITIONAL INFORMATION ABOUT THE CASE</b>					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	2. Prester J. (2015). *Operational Management*. Microwork, Faculty of Economics and Business Zagreb.			10	
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	3. Deković, Ž., Šišara, J. (2017). *Application of Operational Management – A Collection of Tasks with Theoretical Explanations* Polytechnic of Šibenik, Šibenik.				Available online
	3. Taylor B.W., Russell R. S. (2006). *Operational Management: Quality and Competitiveness in a Global Environment*. Wiley				
	4. Schroeder, R. G. (1999). *Production Management, Decision-Making in the Function of Production*. Mate, Zagreb.				
	5. Barković, D. (2011). *Introduction to Operational Management*. II. Supplemented edition. Faculty of Economics in Osijek, Osijek.			2	
	6. Slack N., Brandon-Jones A., Johnston R. (2013). *Operational Management*. Pearson Paper.			2	
7. Prester J. (2014). *Operational Management in Services*. Sinergija, Zagreb.			3		

<p>5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences</p>	<p>Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.</p>
<p>5.4. Informing about the course and contacting the teacher</p>	<p>It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).</p>

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>Croatian and European economy</b>	1.8. Course code in ISVU	254694 254693
1.2. Course holders	Dijana Mečev, PhD, College Professor	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(45P+15S)
1.4. Study programme (professional, specialist graduate professional study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, Percentage of course delivery online – up to 0%
1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Ordinal number of amendments and/or additions to the course description	3.
1.6. Year of study	1st Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> no
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>

2. DESCRIPTION OF THE COURSE		
2.1. Objectives of the College	The goal is to train students to understand the basic concepts, principles and phenomena in the economic system; critical analysis and understanding of dynamic development processes and performance of the Croatian and European economy and the application of the acquired basic knowledge and skills in further professional development.	
2.2. Course enrolment requirements and entry competencies required for the course	Completed undergraduate professional or university study.	
2.3. Programme-level learning outcomes to which the course contributes	LL1: Organize and lead teamwork, and critically judge the opinions and attitudes of team stakeholders.	
	IE2: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.	
	IE4: Analyse and interpret key business trends in the micro and macro business environment and propose strategies for the growth and development of the company.	
	IE10: Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to encourage business and economic prosperity.	
	IE12: Create a presentation for the target audience and manage communication in different business situations.	
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<p><b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)</p>	<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis
	<b>1. Analyse the</b> factors that affect the size and rate of natural and mechanical population movement; age, economic and educational structure of the population of the Republic of Croatia and the EU, and <b>critically assess the</b> characteristics of different forms of population policy.	5, 7
	<b>2. Critically assess the</b> role of the state in the economic development of the Republic of Croatia and other EU countries.	7
	<b>3. Compare</b> different models of national economic development, and <b>analyse the</b> impact of regional policies of countries.	6, 5
	<b>4. Assess</b> the consequences of economic policy and activities of individual economic entities in the context of the national and EU economy.	6
	<b>5. Connect</b> current economic trends with economic theory and international economic practice.	6

2.5. Course content elaborated in detail according to the teaching schedule	Constructive alignment					
	r.br.	Thematic unit	IU College	Content/Teaching Method	Evaluation	Time required
	1	Introduction to the course and a detailed implementation plan of classes.	-	Lecture (with encouraging student participation and engagement); Study of teaching materials (case studies, research papers)	-	4 hours of classes

				articles, official publications...).		
2.	Population and Economic Development (I).	1, 5	Lecture (with encouraging student participation and engagement); Class discussions; Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to define and explain the basic demographic indicators; analyse various quantitative and qualitative aspects of the population of the Republic of Croatia and the EU. They will be able to critically reflect on the reasons for the demographic deficit and its consequences on economic development, and critically reflect on contemporary demographic challenges and trends.	4 hours of classes 9 hours of independent work	
3.	Population and Economic Development (II).	1, 5	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...). Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to define and explain the basic demographic indicators; analyse various quantitative and qualitative aspects of the population of the Republic of Croatia and other EU countries. They will be able to think critically about the reasons for the demographic deficit and its consequences on economic development. They will be able to critically reflect on contemporary demographic challenges and trends.	4 hours of classes 9 hours of independent work	
4.	Labour market of the Republic of Croatia and the EU	1, 2, 4, 5	Lecture (with encouraging student participation and engagement); Discussions in class. Critical review (with oral presentation). Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to define and explain different forms of unemployment. They will be able to distinguish between the registered and survey unemployment rates, and the economically active from the economically inactive population. They will be able to critically assess active employment policy measures. It is possible to judge the links between labour market developments and economic development.	4 hours of classes 9 hours of independent work	
5.	Pension systems	2, 4, 5	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...). Critical review (with oral presentation). Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to list the main features of the small and large pension reform in the Republic of Croatia. They will be able to explain the structure and significance of the pension system in the business and private life of an individual and society and take a position on it. They will be able to compare the characteristics of pension systems of different EU countries.	4 hours of classes 9 hours of independent work	
6	Poverty.	1, 2, 4, 5	Lecture (with encouraging student participation and engagement); Discussions in class. Critical review (with oral presentation).	At the colloquium or written and oral exam, the student will be able to define and distinguish terms related to poverty and social exclusion. They will be able to explain the similarities and differences between poverty and inequality in the distribution of wealth and income. They will be able to	4 hours of classes 9 hours of independent work	

				Presentation of seminar papers with discussion.	interpret <b>indicators of inequality in the distribution of wealth and income.</b> They will be able to critically assess <b>economic, political and other social measures to combat and reduce inequality and social exclusion at the level of the Republic of Croatia and the EU.</b>	
1.	Health systems	2, 4, 5	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...); Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to describe and define the basic economic concepts in healthcare, explain the way health care is financed in the Republic of Croatia and EU countries. They will be able to explain the structure and importance of the health system in the business and private life of an individual and society and take a position on it.	4 hours of classes 9 hours of independent work	
2.	Education Systems	1, 2, 4	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...). Critical review (with oral presentation). Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to define and describe the concepts of the economics of education. They will be able to explain the relationship between education policy, education reform and economic growth. They will be able to analyse the impact of the costs of investing in education on the social benefit of education.	4 hours of classes 9 hours of independent work	
3.	Regional development.	2, 3,4	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...); Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to explain the basic concepts, principles and phenomena in planning the regional development of the country; critically analyse the development processes and performance of the Croatian and EU economy and their impact on the regional economy.	4 hours of classes 9 hours of independent work	
4.	Economic policy	2 4,5	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...); Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to define the general goals of the economic policy of the Republic of Croatia and the EU, be able to explain economic policy instruments, and critically assess economic policy in the Croatian and European economy.	4 hours of classes 9 hours of independent work	
5.	Field course: Monetary policy (visit to the CNB)	2, 4, 5	Lecture (with encouraging student participation and engagement); Discussions in class.	At the colloquium or written and oral exam, students will be able to define and analyse monetary policy instruments, money functions, issuance and withdrawal of money, and analyse and interpret the ways in which monetary policy instruments affect	4 hours of classes 9 hours of independent work	

					financial markets and economic activity of the EU. They will be able to describe the role and functioning of the monetary institutions of the Republic of Croatia and the EU.	
	6.	Fiscal policy and budget.	2, 4,5	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...); Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to interpret fiscal policy, the structure of the general government budget, and analyse and critically assess revenue and expenditure items in the state budget.	4 hours of classes 9 hours of independent work
	7.	Selected sectoral analyses	4, 5	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...); Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to list the main characteristics of individual sectors of the Croatian and/or European economy, and assess their role in the economic development of a particular country.	4 hours of classes 9 hours of independent work
	8.	Selected sectoral analyses	4, 5	Lecture (with encouraging student participation and engagement); Class discussions; Study of teaching materials (case studies, research papers) articles, official publications...); Presentation of seminar papers with discussion.	At the colloquium or written and oral exam, the student will be able to list the main characteristics of individual sectors of the Croatian and/or European economy, and assess their role in the economic development of a particular country.	4 hours of classes 9 hours of independent work
	9.	Concluding Considerations/Revision and Exam Preparation.		Concluding Considerations / Revision and Exam Preparation.		4 hours of classes 3 hours of independent work
<b>3. EVALUATION OF STUDENT WORK</b>						
3.1. Obligations of the student	<p>In accordance with the Ordinance on Studying and the Ordinance on the Evaluation and Evaluation of Students' Work: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper. It is recommended that students actively participate in classes, which implies participation in discussions, solving problem tasks, etc.</p> <p>Students have the right to attend two colloquiums during the course. If students do not pass the colloquiums, they have the opportunity to take the material through a written exam, in which they need to achieve a minimum of 50% of points in order to be eligible for the oral part of the exam. After successfully passing the part of the exam, students take the oral part of the exam through a colloquium or a written one. In the oral exam, students answer the material related to the outcomes that are not met. The final grade is formed on the basis of the weighted sum of points earned by activities in class, written exam or colloquium and oral exam.</p>					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of	Attending classes		Written exam	4 (without colloquium)	Project	
	Experimental work		Research		Practical work	
	Assay		Report		Continuous Verification	

ECTS credits corresponds to the credit value of the course)	Colloquiums	4 (without written exam)	Seminar paper	0,5	(other to enter)	
	Activities in Class	0,5	Viva voce	1	(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	3. Attending classes			60		
	4. Preparation of a seminar paper and presentation			15		
	3. Preparation for the colloquium/exam through self-study			105		
<b>4. GRADE FORMATION</b>						
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>
	Organization	The work is not organized in a logical order and lacks structure.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.		Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.		Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.		The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>			<b>Above average</b>
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.			Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.
4.3. Formation of a final score based on absolute distribution		Percentage of acquired knowledge, skills and	Numerical rating	ECTS Grade		

	competencies (teaching + final exam)		
	90 – 100%	5 (excellent)	And
	80 – 89,9%	4 (very good)	B
	65 – 79,9%	3 (good)	C
	50 – 64,9%	2 (sufficient)	D

### 5. ADDITIONAL INFORMATION ABOUT THE CASE

	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	Mechev, D. (2015). "National Economy of Croatia". Polytechnic of Šibenik, Šibenik. (e-edition) McCormick, J. (2010). Understanding the European Union, Palgrave Macmillan/Mate d.o.o., Zagreb		e-edition available on the website (Intranet)
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	Scientific articles that are predefined for each academic year and individual activities of the teaching process.		
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail). In electronic communication, only messages that come from known addresses with name and surname, and that are written in the Croatian standard and appropriate academic style, will be answered.		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>METHODS OF SCIENTIFIC RESEARCH</b>	1.8. Course code in ISVU	254698 254699
1.2. Course holders	Tanja <b>Radić Lakoš</b> , MSc, Senior Lecturer	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+0+15+0)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Electoral	1.12. Ordinal number of amendments and/or additions to the course description	4.
1.6. Year of study	1st Academic Year	1.13. Modernisation	<input type="checkbox"/> no <input checked="" type="checkbox"/>
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input type="checkbox"/> More than 20% <input checked="" type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	Introduce students to: <ul style="list-style-type: none"> <li>• Types of scientific and professional papers</li> <li>• Research in science</li> <li>• Methods and phases of research work</li> <li>• Methods of data collection in the research process</li> <li>• Research instruments</li> <li>• Data processing and analysis</li> <li>• By applying the acquired knowledge in research processes and writing papers.</li> </ul>		

2.2. Course enrolment requirements and entry competencies required for the course	There are no entry competencies.					
2.3. Programme-level learning outcomes to which the course contributes	A2: Use professional literature and terminology to convey information, propose ideas and solutions in the business environment					
	IE3: Integrate general management knowledge into business solutions					
	IE5: Conduct statistical analysis and apply qualitative and quantitative methods in business analysis					
	IE12: Create a presentation for the target audience and manage communication in different business situations					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)				<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
						1. Advocate for the importance of ethical issues and principles in the research process
	2. Propose and decide on appropriate methods of data collection in the research process.	6				
	3. Combine the acquired knowledge in research processes and in writing papers	6				
	4. Independently and responsibly explain the basic principles of critical literature review and correctly present the literature used	4,6				
	5. Combine the acquired knowledge in writing and interpreting their own research	6				
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
		Introduction to the course and a detailed implementation plan of classes.	-		-	2 hours
1.	About science in general. Defining science. Scientific objective and scientific method	1, 2, 3, 4, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	On the written exam, they know how to define science. They know how to explain the scientific goal and scientific methods	4 hours	

	2.	Research and Research Philosophy. Types and ethics of research. Basic principles of critical review of the literature.	1, 4	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they know how to define and explain research and research philosophy, types and ethics of research, advocate the importance of ethical issues in research. They know how to explain the basic principles of critical review of relevant literature.	8 hours
	3.	Quantitative methodology. Basic features of the quantitative approach	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they know how to explain the quantitative methodology and the basic characteristics of the quantitative approach	8 hours
	4.	Qualitative methodology. Principles of qualitative research	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they know how to explain the qualitative methodology and principles of qualitative research	8 hours
	5.	Selection and definition of research problems. Collection of literature. Development of a theoretical framework. Defining research goals	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the	In the written exam, they know how to propose and define a research problem. They know how to collect literature for the theoretical framework of research and define research goals	12 hours

				acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.		
	6.	Defining variables and scales of measurement. Defining hypotheses	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they know how to define variables and explain measurement scales and formulate hypotheses	8 hours
	7.	Preparation of research drafts. Determining the cause and type of research	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	On the written exam, they know how to make a research outline. They know how to determine a sample for certain types of research	8 hours
	8.	Data collection methods: desk analysis, content analysis, case study, observation	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they can explain and propose methods of data collection: desk analysis, content analysis, case study and observation for specific research	6 hours

	9.	Data collection methods: survey	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	On the written exam, they can explain and propose methods of data collection: a survey for certain research	6 hours
	10.	Methods of data collection: interview and focus group	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they can explain and propose methods of data collection: interview and focus groups for specific research	6 hours
	11.	Methods of data collection: other research methods	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they can explain and propose methods of data collection: other research methods for certain research	6 hours
	12.	Assembling a research instrument	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the	On the written exam, they know how to explain and design research instruments	10 hours

				acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.		
	13.	Data processing and analysis. Displaying the results. Discussion and conclusion	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they know how to explain and decide the type of data processing and analysis. They know how to design a display of results. They know how to explain and choose the way to discuss and formulate a conclusion	10 hours
	14.	Instructions and tips for making a paper. Language and writing style	2, 3, 5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	On the written exam, they know how to explain the importance of instructions and tips for writing a paper and decide on the language and style of writing the paper	10 hours
	15.	Types of scientific and professional papers	1, 2, 3,4 ,5	They listen to lectures, read literature, use the Internet. In seminar classes, they individually explore the content of this thematic area by searching the database and create a seminar paper in which they present the acquired knowledge and present their own ideas and ways of solving problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	On the written exam, they know how to explain the types of scientific and professional papers	8 hours

3. EVALUATION OF STUDENT WORK						
3.1. Obligations of the student	In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i> : for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper.					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam	2	Project	
	Experimental work		Research		Practical work	
	Assay		Report		Continuous Verification	
	Colloquiums		Seminar paper	1	(other to enter)	
	Activities in Class		Viva voce		(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			45		
	2. Preparation of a seminar paper and presentation			15		
3. Preparation for the colloquium/exam through self-study			60			

4. GRADE FORMATION					
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>	<b>Satisfactory</b>	<b>Above average</b>	
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.	
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.	
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>	<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.	Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Created Mental Map Solved Case Studies
		2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		10 points	14 points	17 points	20 points
	Taking the colloquium / Written part of the exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
40 points		50 points	60 points	70 points	
4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating		ECTS Grade	
		90 – 100%	5 (excellent)	And	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	

		50 – 64,9%	2 (sufficient)	D	
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5. ADDITIONAL INFORMATION ABOUT THE CASE			
	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	4. Mejovšek, M. (2008). Methods of Scientific Research, Part I, p. 3-195. Jastrebarsko: Slap Publishing House	5	
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	3. Tkalac Verčič, A., Sinčić Ćorić, D. and Pološki Vokić, N. (2019). Manual for Research Methodology in Social Activities, II edition. Zagreb: M.E.P.	1	
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course (MS Teams) and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>CONFLICT MANAGEMENT</b>	1.8. Course code in ISVU	201217 202145
1.2. Course holders	<b>Gina Lugović, MSc, Associate Professor</b>	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+0+15+0)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level, materials available online, 0% of the course on line
1.5. Course status (mandatory, non-mandatory)	electoral	1.12. Ordinal number of amendments and/or additions to the course description	1.
1.6. Year of study	1st Academic Year	1.13. Modernisation	X yes <input type="checkbox"/> no
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>

2. DESCRIPTION OF THE COURSE		
2.1. Objectives of the College	<p>The goal is that students, based on theoretical knowledge and case studies:</p> <ul style="list-style-type: none"> <li>- Getting to know the basic concepts of causes, development and resolution of conflicts in interpersonal relationships.</li> <li>-Adoption of basic terms of causes, development and resolution of conflicts:</li> <li>-setting rules for improved communication, conversation skills and guiding participants with negotiation skills,</li> <li>- control of emotions and maintaining integrity,</li> <li>-Understanding the time frame,</li> <li>An understanding of sensitivity to cultural barriers and the effective use of humor.</li> <li>- defining problems and solutions to problems based on the interests of participants,</li> <li>- mediation (involvement of a third party, mediation) and the selection and role of mediators,</li> <li>- Assessing and increasing the interest of participants in solving the problem through mediation, and</li> <li>- Assisting conflict participants in planning future interactions.</li> <li>- Understanding conflict in interpersonal relationships and social skills for conflict resolution,</li> <li>- Learning and applying mediation/mediation in conflict resolution.</li> </ul>	
2.2. Course enrolment requirements and entry competencies required for the course	Passed the course "Psychology for Managers".	
2.3. Programme-level learning outcomes to which the course contributes	<p>Tier 1: Organize and lead teamwork, and critically judge the opinions and attitudes of team stakeholders</p> <p>IA 3: Integrate general knowledge in the field of management into business solutions.</p> <p>IU 2: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.</p> <p>IA 11:Identify different problems and risks and anticipate risky situations in business.</p> <p>LO 12: Create a presentation for the target audience and manage communication in various business situations.</p>	
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<p><b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)</p> <p>1. <b>Analyse the</b> opinions and attitudes of team members</p> <p>2. <b>Distinguish between</b> the process of origin, development and resolution of conflicts,</p> <p>3. <b>Manage the</b> expression of emotions in mediation/mediation in the conflict of third parties,</p> <p>4. <b>Evaluate and respect</b> cultural differences,</p> <p>5. <b>Plan</b> mediation/mediation techniques in resolving third-party conflicts and base solutions on the interests of the parties in the mediation process</p> <p>6. <b>Prepare</b> mediation participants to independently resolve future potential conflicts, direct them to behaviour that reduces or completely reduces future misunderstandings/conflicts.</p>	<p><b>Level IU:</b></p> <p>1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis</p> <p>4</p> <p>5</p> <p>6</p> <p>5</p> <p>6</p> <p>6</p>

Constructive alignment					
r.br.	Thematic unit	IU College	Content/Teaching Method	Evaluation	Time required
2.5. Course content elaborated in detail according to the teaching schedule	Introduction to the course and a detailed implementation plan of classes.	-	They listen to the lecture. During the exercises, they get acquainted with the content of the course and the documents on the e-learning page of the course by working independently on the computer.	-	6 hours
	1 Introductory lecture, The concept and content of conflict management. The importance of mental health.	2, 3, 4, 5	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	In the written exam, they define the basic concepts of conflict and conflict management. They describe the role of mental health and the impact of conflict on mental health. They know how to explain the impact of conflict on mental health.	6 hours
	2. The onset and development of conflicts, causes. Starting communication - overcoming conflicts.	1, 2, 3	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	In the written exam, they know how to list the causes of conflicts, distinguish and give an example of the beginning of communication, and judge and manage communication in the direction of overcoming conflicts.	8 hours
	3. Mediation, involvement of a third party, choice of mediator, role of mediator. Monitoring of mediation participants.	1, 2, 3, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	In the written exam, they can define and describe the role of the dispute and the involvement of a third party, and explain the choice and role of the mediator. On the written exam, they know how to suggest following the mediation participants from a specific work situation.	8 hours
	4. Mediation, assessment and increasing the interest of participants in solving problems through mediation, setting rules for improved communication. Interpretation of relationships - prejudices in communication.	1, 2, 3, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	In the written exam, they know how to define mediation and assess and suggest ways to increase the interest of participants in solving problems through mediation, draw up rules for improved communication, explain by example, analyse and conclude about the relationship and possible prejudices in communication.	8 hours
	5. Mediation, guiding participants during joint meetings, helping conflict participants plan future interactions. The process of mediation flow.	1, 2, 3, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	In the written exam, they are able to define and describe the basic concepts of mediation, leading participants during joint meetings, distinguish ways of not helping participants in planning future interactions and predict the process of mediation flow in different work situations. A seminar was created and presented (by independent use of computer programs).	8 hours

	6.	Active listening, perception. Enduring silence....	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	On the written exam, they know how to define and describe active listening, set an example and explain the influence of perception on active listening, and the importance of maintaining silence in communication. A seminar was created and presented (by independent use of computer programs).	7 hours
	7.	Guiding participants with negotiation skills, understanding others, the art of conversation.	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	On the written exam, they know how to define and describe the way of leading participants with negotiation skills, assess their way of understanding others, and modify the art of conversation according to the needs of the work process. A seminar was created and presented (by independent use of computer programs).	7 hours
	8.	A demand for clarity, patience, maintaining integrity. Order in thoughts and order in words.	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	In the written exam, they know how to define and describe the elements of communication related to the demand for clarity, patience, maintaining integrity during conflict and negotiating. A seminar was created and presented (by independent use of computer programs).	6 hours
	9.	Avoiding assumptions and malice, judging others. Distinguishing between facts and assessments.	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In the written exam, they know how to define and describe the avoidance of assumption and malice, and the assessment of others, analyse and compare the distinction between facts and assessments. A seminar was created and presented (by independent use of computer programs).	5 hours
	10.	Controlling emotions, admitting mistakes and apologizing.	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	In the written exam, they know how to define and describe the control of emotions, admitting mistakes and apologizing during the process of communication and mediation. A seminar was created and presented (by independent use of computer programs).	8 hours
	11.	Understanding the time frame, dividing larger issues into smaller ones. Organizing time.	1, 2, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.tag.	On the written exam, they know how to design a time frame, divide larger questions into smaller ones, and organize time. A seminar was created and presented (by independent use of computer programs).	8 hours
	12.	Separating problems from self-awareness, avoiding threats and	1, 2, 3, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that	On the written exam, they know how to define and describe the separation of problems from self-	8 hours

		manipulative tactics. Control, criticism, manipulation.		show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	awareness, avoid threats and manipulative tactics during communication and negotiation A seminar was created and presented (by independent use of computer programs).	
	13.	Effective use of humor. Can we learn humor?	1, 2, 3, 4	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	On the written exam, they know how to define and describe the effective use of humor, list the ways of expressing humor. A seminar was created and presented (by independent use of computer programs).	6 hours
	14.	Focusing on the problem rather than the solution, defining solutions based on interests, rejecting weak solutions. Decision making.	1, 2, 4, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	On the written exam, they know how to describe and critically judge focusing on the problem rather than the solution, defining solutions based on interests, and choosing and rejecting weak solutions. They know how to suggest a decision-making process. A seminar was created and presented (by independent use of computer programs).	6 hours
	15.	Sensitivity to cultural barriers (common features of all people, cultural and ideological differences). Diversity as a rule.	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In the exercises individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired knowledge and present the acquired knowledge and their own ideas, discuss problems.	On the written exam, explain sensitivity to cultural barriers, and advocate diversity as a rule. A seminar was created and presented (by independent use of computer programs).	5 hours

### 3. EVALUATION OF STUDENT WORK

3.1. Obligations of the student	<p><b>Full-time</b> students are required to attend a minimum of <b>70%</b> of lectures. <b>Part-time</b> students are required to attend a minimum of <b>30%</b> of lectures.  <b>All students</b> are required to choose topics, create, present and defend two seminar papers (one with Croatian and the other with English used literature; submitted in the text and presented with ppt; the seminar paper consists of a minimum of 10 pages: cover, content, introduction, paper, conclusion, literature from 2000 to 2014. Seminar papers are sent for review by e-mail (<a href="mailto:gina@vus.hr">gina@vus.hr</a>).                  Students are recommended to come for consultations at the time of consultations or for another term.                  Information about classes and teaching materials are on the website of the University of Applied Sciences (<a href="http://www.vus.hr">http://www.vus.hr</a>).</p>					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam	2	Project	/
	Experimental work	/	Research	/	Practical work	/
	Assay	/	Report	/	Continuous Verification	/
	Colloquiums	/	Seminar paper	1	(other to enter)	/
	Activities in Class	/	Viva voce	/	(other to enter)	/
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			45		
	2. Preparation of a seminar paper and presentation			10		
3. Preparation for the colloquium/exam through self-study			65			

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4. GRADE FORMATION					
4.1. Evaluation of the seminar paper	Evaluation element	Badly	Satisfactory	Above average	
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.	
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.	
4.2. Evaluation of colloquiums / written and oral parts of the exam	Badly		Satisfactory	Above average	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.	Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Created Mental Map
		2 points	4 points	7 points	Solved Case Studies
	Seminar paper	2	3	4	3 points
		5 points	7 points	8 points	5
	Taking the colloquium / Written part of the exam	2	3	4	10 points
		50-64,9%	65-79,9%	80-89,9%	5
		25 points	30 points	35 points	90-100%
Oral part of the exam	2	3	5	40 points	
	25 points	30 points	35 points	5	

4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade
	90 – 100%	5 (excellent)	And
	80 – 89,9%	4 (very good)	B
	65 – 79,9%	3 (good)	C
	50 – 64,9%	2 (sufficient)	D

### 5. ADDITIONAL INFORMATION ABOUT THE CASE

	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	1. Lugović, G. (2011). Conflict management, teaching material. Šibenik: Polytechnic of Šibenik. Available on the E-learning website of the Šibenik University of Applied Sciences.	3	Available online
	2. Lazarus, R. S., Folkman, S. (2004). Stress, Assessment and Coping, The Concept of Coping, p. 121-144; The Coping Process: An Alternative to Traditional Formulations. 145-184. Jastrebarsko: Naklada Slap.		Available online
3. Billikopf, G. (2014). Party-Directed Mediation – Facilitating Dialogue Between Individuals (3rd Edition), University of California Agricultural and Natural resources. Dostupno na <a href="https://ia600307.us.archive.org/9/items/PartyDirMediation_201404/PartyDirMediation.pdf">https://ia600307.us.archive.org/9/items/PartyDirMediation_201404/PartyDirMediation.pdf</a>			
4. Billikopf, G. (2002). Contributions of Caucusing and Pre-Caucusing to Mediation, Group Facilitation: A Research and Applications Journal, 4, 3-11. <a href="http://www.cnr.berkeley.edu/ucce50/ag-labor/research/res04.htm">http://www.cnr.berkeley.edu/ucce50/ag-labor/research/res04.htm</a>			
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	1. Kure, N., Winslade, J. (2010). A Narrative Approach to Working with an Organization in Conflict, <a href="http://journal-of-conflictology.uoc.edu">http://journal-of-conflictology.uoc.edu</a> 2. Linden, J. (2001). Mediation Styles: The Purists vs. The Toolkit, Mediate.com, <a href="https://www.mediate.com/articles/linden4.cfm">https://www.mediate.com/articles/linden4.cfm</a>		Available online
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured by: - interactive work in lectures, - keeping records of the attendance and activity of students at lectures, - the information obtained on the basis of the results of the exam, necessary to increase the efficiency of work and - by instructing students in the rights, obligations, methods of work and necessary literature. Indicators of the quality assurance system: student surveys, CES data on the annual employment status of students, surveys of employers and Alumni associations.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>MARKET RESEARCH</b>	1.8. Course code in ISVU	214964 214966
1.2. Course holders	Jelena Šišara, PhD, Senior Lecturer	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+0+15)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Electoral	1.12. Ordinal number of amendments and/or additions to the course description	2.
1.6. Year of study	1st Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	<b>Less than 20%</b> <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	1. Understanding the importance and necessity of market research in making business decisions. 2. Acquiring basic knowledge of market research methods and techniques. 3. Understanding the market research process. 4. Development of data collection instruments. 5. Application of the learned skills to a specific research project.		

2.2. Course enrolment requirements and entry competencies required for the course	No conditions					
2.3. Programme-level learning outcomes to which the course contributes	LL1: Organize and lead teamwork, and critically judge the opinions and attitudes of team stakeholders.					
	IE2: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	IA 3: Integrate general management knowledge into business solutions					
	IU4: . Analyse and interpret key business trends in the micro and macro business environment and propose strategies for the growth and development of the company					
	IU 5: Conduct statistical analysis and apply qualitative and quantitative methods in business analysis.					
	IE10: Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to encourage business and economic prosperity.					
	IE12: Create a presentation for the target audience and manage communication in different business situations.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)					<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1.	Explain and comment on basic concepts related to market research.			2, 4	
	2.	Define the goal, problem and hypotheses of the research, choose the types and sources of data and based on that design a research problem.			1, 5, 6	
	3.	Recommend appropriate market research methods and, on this basis, for the purpose of solving a specific research problem.			6, 6	
	4.	Construct a suitable instrument for data collection.			3, 3, 6	
	5.	Conduct market research in order to solve a specific research problem, interpret the results of the conducted research and propose a solution based on that.			6	
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1.	Introduction to the course and a detailed performance plan	-	They listen to the lecture. In seminar classes, students are introduced to the content of the course and the documents on the e-learning website by working independently on the computer.		5
	2.	INTRODUCTION TO MARKET RESEARCH: CONCEPT AND DEFINITION; THE ROLE AND IMPORTANCE OF	1, 2	They listen to lectures, solve case studies, discuss, solve problem problems, present seminar papers	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and	7

		MARKET RESEARCH IN BUSINESS RESEARCH			analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	
3.		SCIENTIFIC METHOD AND ETHICS; ORGANIZERS AND BENEFICIARIES	1, 2	They listen to lectures, solve case studies, discuss, solve problem problems, present seminar papers	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	7
4.		MARKET RESEARCH PROCESS AND PROJECT	1, 2, 3	They listen to lectures, solve case studies, discuss, solve problem problems, present seminar papers	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	8
5.		TYPES OF RESEARCH	1, 2, 3	They listen to lectures, solve case studies, discuss, solve problem problems, present seminar papers	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	8
6.		PRIMARY AND SECONDARY DATA, SAMPLES AND SAMPLE	1, 2, 3, 4	They listen to lectures, solve case studies, work on a project assignment	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	10
7.		DATA ANALYSIS AND INTERPRETATION, Colloquium I.	1, 2, 3, 4	They listen to lectures, solve case studies, work on a project assignment	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	10
8.		APPLICATION OF MARKET RESEARCH, RESEARCH FOR THE PURPOSES OF MARKET SEGMENTATION	1, 2, 3, 4, 5	They listen to lectures, solve case studies, work on a project assignment	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	10

	9.	APPLICATION OF MARKET RESEARCH, RESEARCH FOR THE PURPOSE OF PRODUCT DEVELOPMENT	1, 2, 3, 4, 5	They listen to lectures, solve case studies, work on a project assignment	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	10
	10.	RESEARCH FOR ADVERTISING AND SALES PURPOSES	1, 2, 3, 4, 5	They listen to lectures, solve case studies, work on a project assignment	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	10
	11.	RESEARCH FOR THE PURPOSE OF PRICE FORMATION AND SATISFACTION	1, 2, 3, 4, 5	They listen to lectures, solve case studies, work on a project assignment	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	10
	12.	BRAND VALUE RESEARCH	1, 2, 3, 4, 5	They listen to lectures, solve case studies, work on a project assignment	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	10
	13.	APPLICATION OF RESEARCH IN THE MAIN AREAS OF TOURISM	1, 2, 3, 4, 5	They listen to lectures, solve case studies, work on a project assignment	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	8
	14.	PRESENTATION OF THE RESEARCH PROJECT	6	They present their project tasks	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, and then they should present and analyse them on a concrete example, critically evaluate them based on the presented problem and propose a solution to the problem of the same problem.	4
	15.	Concluding lecture, signatures from the course, II colloquium		Final discussion	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	3



3. EVALUATION OF STUDENT WORK													
3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper and project assignment.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes, solving case studies, creating and presenting a seminar paper and project assignment, and passing two colloquiums); b) during classes (active participation in classes, solving case studies, preparation and presentation of seminar paper and project assignment, and taking exams (written and oral part of the exam)).</p>												
	Attending classes	0,5	Written exam	0.5 (without colloquium)	Project	2							
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Experimental work		Research		Practical work								
	Assay		Report		Continuous Verification								
	Colloquiums	1 (without written and oral exam)	Seminar paper	0,5	(other to enter)								
	Activities in Class		Viva voce	0.5 (without colloquium)	(other to enter)								
	<p>The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:</p> <table border="1"> <thead> <tr> <th><i>Obligation</i></th> <th><i>Hours (estimate)</i></th> </tr> </thead> <tbody> <tr> <td>1. Attending classes</td> <td>60</td> </tr> <tr> <td>2. Preparation of a seminar paper and project assignment and presentation</td> <td>30</td> </tr> <tr> <td>3. Preparation for the colloquium/exam through self-study</td> <td>30</td> </tr> </tbody> </table>						<i>Obligation</i>	<i>Hours (estimate)</i>	1. Attending classes	60	2. Preparation of a seminar paper and project assignment and presentation	30	3. Preparation for the colloquium/exam through self-study
<i>Obligation</i>	<i>Hours (estimate)</i>												
1. Attending classes	60												
2. Preparation of a seminar paper and project assignment and presentation	30												
3. Preparation for the colloquium/exam through self-study	30												
3.3. Student workload													
4. GRADE FORMATION													
4.1. Evaluation of the seminar paper	Evaluation element	Badly	Satisfactory	Above average									
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.									
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.									
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic	Sources are cited, but incomplete and with errors. The references are appropriate to	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and									

		and show a superficial approach to researching the topic.	the topic and show a satisfactory research attitude.	comprehensive, and shows a detailed research approach.		
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Seminar paper	
		2 points	4 points	7 points	3 points	
	Research work	2	3	4	5	
		5 points	7 points	8 points	10 points	
	Taking the colloquium / Written part of the exam	2	3	4	5	
		50-64,9%	65-79,9%	80-89,9%	90-100%	
	Oral part of the exam	25 points	30 points	35 points	40 points	
		2	3	5	5	
		25 points	30 points	35 points	40 points	
4.4. Formation of the final score based on the absolute distribution		Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade		
		90 – 100%	5 (excellent)	And		
		80 – 89,9%	4 (very good)	B		
		65 – 79,9%	3 (good)	C		
		50 – 64,9%	2 (sufficient)	D		

5. ADDITIONAL INFORMATION ABOUT THE CASE			
	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	1. Marušić, M., Vranešević, T. (2001). *Market research*. ADECO, Zagreb	1	
	2. Marušić, M., Prebežac, D. (2004). *Tourism Market Research*. ADECO, Zagreb	1	
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	3. Meler, M. (2005). *Market research*. Faculty of Economics in Osijek, Osijek	0	
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	<p>Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature.</p> <p>Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.</p>		
5.4. Informing about the course and contacting the teacher	<p>It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).</p>		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>LEADERSHIP</b>	1.8. Course code in ISVU	201219 202144
1.2. Course holders	<b>Dr.sc Zdravko Kedžo, titular v. pred.</b>	1.9. Course code in MOZVAG	(30+0+15+0)
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Non-mandatory	1.12. Ordinal number of amendments and/or additions to the course description	
1.6. Year of study	1st Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	4	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	<p>The goal is that students, based on theoretical knowledge and case studies:</p> <ul style="list-style-type: none"> <li>• Define and learn about the basic concepts, specifics and sources of leadership</li> <li>• They understand the key aspects of modern leadership and leadership that represent the basic prerequisite for successful management of organizations in the 21st century</li> <li>• Learn to recognize characteristics, traits, styles, and the latest knowledge related to practice, key competencies and leadership skills</li> <li>• Apply the learned content of this course in business practice.</li> </ul>		

2.2. Course enrolment requirements and entry competencies required for the course	Completed undergraduate education					
2.3. Programme-level learning outcomes to which the course contributes	LL1: Organize and lead teamwork, and critically judge the opinions and attitudes of team stakeholders.					
	LA2: Integrate general knowledge in the field of management into business solutions.					
	IE3: Analyse and interpret key business trends in the micro and macro business environment and propose strategies for the growth and development of the company.					
	IE4: Critically assess existing and propose new solutions to problems in business practice in the field of management.					
	IE5: Apply and evaluate qualitative and quantitative methods of business decision-making in solving economic and managerial problems					
	IE6: Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to stimulate business and economic prosperity.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)				<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1.	Describe and explain the definitions, principles, competencies and models of modern leadership, motivation and leadership as the foundation of successful business management;		1, 1		
	2.	Lead by example and interpret the creation and leadership of successful teams;		4, 2		
	3.	Analyse, recognize, detect and evaluate correct and incorrect actions (mistakes) that occur in the process of leadership and leadership;		2, 3		
	4.	Identify and isolate appropriate actions in the event of detected errors, as well as how to avoid typical errors;		3		
	5.	Master, comment and critically judge the principles of developing a leader and people as the most valuable asset;		6		
	6.	Present and apply models of presentation, leadership, motivation and decision-making.				
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1.	Introduction to the course and a detailed implementation plan of classes.	-	They listen to the lecture.	-	2 hours
		Concept, definitions and theories of leadership and leadership	1	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they define the basic concepts of successful leadership. They describe the role of leadership as a science, understand the models and principles of leadership.	4 hours
2.	Models and Principles of Leadership for the Most Successful Leaders.	1,2	They listen to a lecture and read literature.	In a colloquium or written and oral exam, they know how to enumerate, distinguish and give an example of the most important principles of leadership.	4 hours	

	3.	Leadership styles and how to put them into practice	2,3	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to define and describe leadership styles and models of how to apply them in practice.	4 hours
	4.	Key competencies in modern leadership	2,3	They listen to a lecture and read literature. In seminar classes individually, and in pairs, they solve case studies, which shows the acquisition of previously acquired knowledge and presents their own ideas, discuss problems.	At the colloquium or written and oral exam, they know how to recognize, define and demonstrate key competencies in modern system management.	10 hours
	5.	Integrity as the most important element of leadership	3,4	They listen to a lecture and read literature. In seminar classes, they individually explore the content of this thematic area by searching the database, and based on it and the literature they read, they make a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems. In group work in seminar classes, the brainstorming method and the method of discussing the presented topic are applied.	In a colloquium or written and oral exam, they know how to define and explain the concept and application of integrity as a key element of a successful leader. A seminar paper was created and presented (by independent use of computer programs).	10 hours
	6.	Ability to create positive change	3,4	They listen to a lecture and read literature. In seminar classes , they individually explore the content of this thematic area by searching the database, and based on it and the read literature, they create a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve it.	At the colloquium or written and oral exam, they know how to define and describe all the elements necessary to create a positive change in the given environment as a consequence of the leader's actions. A seminar paper was created and presented (by independent use of computer programs).	8 hours
	7.	Fatal Mistakes in Leadership and How to Avoid Them in Practice	4,5	They listen to a lecture and read literature. In seminar classes , they individually explore the content of this thematic area by searching the database, and based on it and the literature they read, they make a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	At the colloquium or written and oral exam, they know how to define and describe, and primarily recognize fatal mistakes in leadership and ways to avoid them in simulated situations A seminar paper was created and presented (by independent use of computer programs).	10 hours
	8.	Troubleshooting Process	4,5	They listen to a lecture and read literature.	In a colloquium or written and oral exam, they know how to define and explain all phases of the	4 hours

				They use multimedia and networking. In seminar classes , they individually explore the content of this thematic area by searching the database, and based on it and the literature they read, they make a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	problem-solving process as features and obligations of a good leader. A seminar paper was created and presented (by independent use of computer programs).	
9.	The Psychological Aspect of Leadership – Emotional and Social Intelligence of a Leader	5	They listen to a lecture and read literature. In seminar classes , they individually explore the content of this thematic area by searching the database, and based on it and the literature they read, they make a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	In a colloquium or written and oral exam, they know how to define and describe the psychological aspect of leadership and analyse and compare the characteristics of some leaders in terms of emotional and social intelligence. A seminar paper was created and presented (by independent use of computer programs).	6 hours	
10.	Principles of developing people as the most valuable asset	4, 5	They listen to a lecture and read literature. In seminar classes, they solve a case study.	At the colloquium or written and oral exam, they know how to define and describe the basic concepts, as well as models of developing the quality and efficiency of people as the most valuable asset of every organization.	8 hours	
11.	Self-discipline and the cost of leadership	5, 6	They listen to a lecture and read literature. In seminar classes, they solve a case study.	At the colloquium or written and oral exam, they know how to define and describe the basic concepts of self-discipline as the characteristics of a leader-leader.	8 hours	
12.	Vision and strategic leadership model	5, 6	They listen to a lecture and read literature. They use multimedia and networking. In seminar classes , they individually explore the content of this thematic area by searching the database, and based on it and the literature they read, they make a seminar paper in which they present the acquired knowledge and present their own ideas, and ways to solve problems.	At the colloquium or written and oral exam, they know how to define and present case studies through the characteristics of leaders who bring and show vision as a feature of their competencies. Also, present a strategic model of your vision of successful leadership. A seminar paper was created and presented (by independent use of computer programs).	10 hours	
13.	Integrity as the most important element of leadership	4, 5, 6,	They listen to a lecture and read literature. In seminar classes , they individually explore the content of this thematic area by searching the database, and based on it and the literature they read, they make a seminar paper in	At the colloquium or written and oral exam, they know how to define and describe the basic concepts of integrity, personality and credibility as the most important elements of a successful leader. A seminar paper was created and presented (by independent use of computer programs).	6 hours	

				which they present the acquired knowledge and present their own ideas, and ways to solve problems.		
	14.	Priorities-the key to leadership	4, 5, 6,	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to describe and critically assess the importance of priorities in making leadership decisions.	6 hours
	15.	Concluding Considerations/Revision and Exam Preparation.		They listen to the lecture and prepare for the exam individually.		20 hours

3. EVALUATION OF STUDENT WORK					
3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes and creating a mind map and solving case studies, creating and presenting a seminar paper and two colloquiums); b) during classes (active participation in classes and creating a mind map and solving case studies, creating and presenting seminar papers) and taking exams (written and oral part of the exam).</p>				
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes		Written exam	2 (without colloquium)	Project
	Experimental work		Research		Practical work
	Assay		Report		Continuous Verification
	Colloquiums	3 (without written and oral exam)	Seminar paper	0,5	(other to enter)
	Activities in Class	0,5	Viva voce	1 (without colloquium)	(other to enter)
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:				
	<b>Obligation</b>			<b>Hours (estimate)</b>	
	1.	Attending classes		45	
	2.	Preparation of a seminar paper and presentation		10	
3.	Preparation for the colloquium/exam through self-study		65		
4. GRADE FORMATION					
4.1. Evaluation of the seminar paper	Evaluation element	Badly	Satisfactory	Above average	
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.	
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic	Sources are cited, but incomplete and with errors. The references are appropriate to	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and		

		and show a superficial approach to researching the topic.	the topic and show a satisfactory research attitude.	comprehensive, and shows a detailed research approach.		
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Created Mental Map Solved Case Studies	
		2 points	4 points	7 points	3 points	
	Seminar paper	2	3	4	5	
		5 points	7 points	8 points	10 points	
	Taking the colloquium / Written part of the exam	2	3	4	5	
		50-64,9%	65-79,9%	80-89,9%	90-100%	
		25 points	30 points	35 points	40 points	
	Oral part of the exam	2	3	5	5	
25 points		30 points	35 points	40 points		
4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating		ECTS Grade		
		90 – 100%	5 (excellent)	And		
		80 – 89,9%	4 (very good)	B		
		65 – 79,9%	3 (good)	C		
		50 – 64,9%	2 (sufficient)	D		



5. ADDITIONAL INFORMATION ABOUT THE CASE			
	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	1. Maxwell, J.: Develop Leadership in Yourself, V.B.Z., Zagreb, 2003		Available online
	2. Kedžo, Z., Lecture Materials		Available online
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	1. Chapman, E. N., O'Neil, S. L.: Leadership – Basic Steps Every Manager Needs to Know, III. Edition, MATE, 2003. 2. Kotter, J.P.: Managing Change, Lider press d.d., Zagreb, 2009.		Available online
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		

## II. SEMESTER

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	Quantitative methods for business decision-making	1.8. Course code in ISVU	129870, 202133
1.2. Course holders	<b>Ivana Beljo, Dipl. Ing. Math., Univ. Spec. Oec., Senior Lecturer</b>	1.9. Course code in MOZVAG	
1.3. Associates	Ana <b>Perišić</b> , PhD, College Professor	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+0+30+0)
1.4. Study programme (professional, undergraduate and professional, graduate)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	2nd level – materials available online, simulators in online tools 20%
1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Ordinal number of amendments and/or additions to the course description	1
1.6. Year of study	2nd Academic Year	1.13. Modernisation	x yes no      Y
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20%      x More than 20%      □

2. DESCRIPTION OF THE COURSE	
2.1. Objectives of the College	The aim of the course is to enable students to understand, understand, recognize and apply various quantitative methods used to support business decision-making based on theoretical knowledge and case studies.

2.2. Course enrolment requirements and entry competencies required for the course	There are no requirements for enrolling in the course.					
2.3. Programme-level learning outcomes to which the course contributes	IE2: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	IE5: Conduct statistical analysis and apply qualitative and quantitative methods in business analysis.					
	LL6: Critically assess existing and propose new solutions to problems in business practice in the field of management.					
	LA7: Apply and evaluate qualitative and quantitative methods of business decision-making in solving economic and managerial problems					
	IE9: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)					<b>Level IU:</b> 1- Remembering, 2- Understanding , 3- Application, 4-analysis, 5-evaluation, 6-synthesis
	1.Build a mathematical model for linear optimization problems.					6
	2. Apply a computer tool in solving linear programming problems and recommend and evaluate a solution through postoptimal analysis.					3, 5
	3.Choose the appropriate algorithm and solve the problem on the networks.					3, 4
	4.Design a project management model and recommend optimal savings by cutting the duration of the activity.					6, 5
	5. Propose optimal business decisions using dynamic programming methods.					5
	6. Design decision trees for decision evaluations and calculate information values.					6
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1	Introduction to the course and detailed curriculum	-	They listen to the lecture. In class, they are introduced to the content of the course and the documents on the course website by working	-	2 hours

				independently on the computer.		
2	Setting up a mathematical model	1		They listen to a lecture and read literature. By working independently on the computer, they solve tasks. The exercises demonstrate the solution of tasks. Solving tasks on your own.	At the colloquium or written and oral exam, they know how to build a mathematical model.	4 hours
3	The Problem of Linear and Nonlinear Programming	1		They listen to a lecture and read literature. The exercises demonstrate the solution of tasks. Solving tasks on your own.	In a colloquium or written and oral exam, they know how to build a linear programming problem.	4 hours
4	Solving Linear Programming Problems Using the Simplex Method	1		They listen to a lecture and read literature. By working independently on the computer, they solve tasks. The exercises demonstrate the solution of tasks. Solving tasks on your own.	In a colloquium or written and oral exam, they know how to build a linear programming problem.	4 hours
5	Solving linear programming problems using the computer tool Solver	1, 2		They listen to a lecture and read literature. By working independently on the computer, they solve tasks. The exercises demonstrate the solution of tasks. Solving tasks on your own.	At the colloquium or written and oral exam, they know how to build a linear programming problem and solve the linear programming problem using the Solver computer tool and recommend the optimal solution.	4 hours
6	Postoptimal analysis	1, 2		They listen to a lecture and read literature. By working independently on the computer, they solve tasks. The exercises demonstrate the solution of tasks. Solving tasks on your own.	At the colloquium or written and oral exam, they know how to build a linear programming problem and recommend and evaluate the solution through postoptimal analysis.	4 hours
7	Transport Problem and Methods of Solving the Transport Problem	1, 2		They listen to a lecture and read literature. The exercises demonstrate the solution of	At the colloquium or written and oral exam, they know how to define and describe a transport problem, distinguish	4 hours

				tasks. Solving tasks on your own.	between an open and closed transport problem, set up a model and solve a transport problem using the Solver computer tool.	
8	The problem of assignment	1, 2		They listen to a lecture and read literature. The exercises demonstrate the solution of tasks. Solving tasks on your own.	At a colloquium or written and oral exam, they know how to recognize and set a model and solve the problem of assignment using the Solver computer tool.	4 hours
9	An overview of different applications of linear programming methods on practical examples. Revision of the material and exercises for the colloquium.	1, 2		They listen to a lecture and read literature. The exercises demonstrate the solution of tasks. Solving tasks on your own.	At the colloquium or written and oral exam, they know how to recognize and set up a model and solve the problem of assignment using the computer tool Solver and evaluate the solution through postoptimal analysis.	4 hours
10	Networks and network methods of solving. The problem of the minimum tree, the problem of the shortest path. The maximum flow problem and the minimum flow price problem.	3		They listen to a lecture and read literature. The exercises demonstrate the solution of tasks. Solving tasks on your own.	At the colloquium or written and oral exam, they know how to recognize the network problem and choose the appropriate algorithm and solve the problem of the minimum tree, the problem of the shortest path, the problem of the maximum flow and the problem of the minimum price of the stream.	4 hours
11	Network Project Management Methods (PERT/CPM)	4		They listen to a lecture and read literature. The exercises demonstrate the solution of tasks. Solving tasks on your own.	At the colloquium or written and oral exam, they know how to design a model for project management and recommend optimal savings by cutting the duration of activities by applying the critical path method in project management.	4 hours
12	Dynamic programming	5		They listen to a lecture and read literature. By working independently on the computer, they solve tasks. The exercises demonstrate the	At the colloquium or written and oral exam, they know how to propose optimal business decisions through the application of dynamic programming methods.	4 hours

				solution of tasks. Solving tasks on your own.		
	1 3	Decision Theory: Decision Trees and the Value of Information	6	They listen to a lecture and read literature. By working independently on the computer, they solve tasks. The exercises demonstrate the solution of tasks. Solving tasks on your own.	In a colloquium or written and oral exam, they know how to design decision trees for evaluating decisions and calculate the values of information.	4 hours
	1 4	The theory of decision-making. Behavioural economics.	6	They listen to a lecture and read literature. By working independently on the computer, they solve tasks. The exercises demonstrate the solution of tasks. Solving tasks on your own.	In a colloquium or written and oral exam, they know how to design decision trees for evaluating decisions and calculate the values of information.	4 hours
	1 5	An overview of the different applications of quantitative methods in practice. Concluding considerations and revision and preparation for the exam/colloquium.	1 - 6	Group problem solving. Discussion. They prepare for the exam individually.		4 hours

### 3. EVALUATION OF STUDENT WORK

3.1. Obligations of the student	<p>The obligations of students are prescribed by the Study Regulations.</p> <p>It is recommended that students actively participate in classes, which implies participation in discussions, solving assignments, etc. Students who are not able to attend classes regularly should consult with the professor at the time of consultations or via e-mail (<a href="mailto:ivana.beljo@vus.hr">ivana.beljo@vus.hr</a>, <a href="mailto:ana.sisak@vus.hr">ana.sisak@vus.hr</a>). It is the obligation of every student to be regularly informed about the course of classes. All notifications about the holding or possible postponement of classes will be published on the website of the Šibenik University of Applied Sciences or on the website of the course, where you can also find all information about the course, as well as teaching materials and a list of literature.</p> <p>Students can take the final exam in the course in two ways:</p> <p>a) during classes through continuous monitoring of students (active participation in classes and two colloquiums), students who have not met any of the learning outcomes have the obligation to attend the oral part of the exam;</p> <p>b) during classes (active participation in classes and by taking exams (written and oral part of the exam)).</p>					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity)	Attending classes	0,5	Written exam	3.5 (without colloquium)	Project	
	Experimental work		Research		Practical work	

so that the total number of ECTS credits corresponds to the credit value of the course)	Assay		Report		Continuous Verification	0,5
	Colloquiums	4.5 (without written and oral exam)	Seminar paper		(other to enter)	
	Activities in Class	0,5	Viva voce	1 (without colloquiums, with all learning outcomes passed)	(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	5. Attending classes			60		
	6. Preparation for the colloquium/exam through self-study			120		
<b>4. GRADE FORMATION</b>						
4.1. Evaluation of the seminar paper	-					
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	Preparation for teaching units; Understanding of previous content; participation in joint task solving; 0 – 20 points				
	Seminar paper	-				
	Taking the colloquium / Written part of the exam	Preparation/learning; scoring and grading according to correct answers in the test 0 – 80 points (min 40 points)				
	Oral part of the exam	Preparation/learning; additional verification of unmet learning outcomes				

4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade	
	90 – 100%	5 (excellent)	And	
	80 – 89,9%	4 (very good)	B	
	65 – 79,9%	3 (good)	C	
	50 – 64,9%	2 (sufficient)	D	
<b>5. ADDITIONAL INFORMATION ABOUT THE CASE</b>				
5.1. Compulsory literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	Neralić, L.: Introduction to Mathematical Programming 1, Zagreb, 2012. Hillier F., Lieberman G.: Introduction to operations Research, McGraw Hill 8th ed. 2005, 8th Ed.		3	
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	Lukač Z., Neralić L.: Operational Research, Element 2013. Babić Z., Linear Programming, University of Split, Split 2010.			
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.			
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the course website and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).			

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>MARKETING MENDŽMENT</b>	1.8. Course code in ISVU	228980 228981
1.2. Course holders	<b>dr. sc. Jelena Šišara, v. pred.</b>	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+0+30)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Ordinal number of amendments and/or additions to the course description	1
1.6. Year of study	2nd Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	The main goal of this course is to offer students the latest theoretical and practical knowledge in the field of marketing management, and to enable them to gain insight into modern tendencies of marketing as a modern business practice and to acquire marketing analysis skills on examples from modern business practice and insight into the process of marketing management.		
2.2. Course enrolment requirements and entry competencies required for the course	Requirements for enrolment in the 2nd year of study		

2.3. Programme-level learning outcomes to which the course contributes	IU1. Organize and lead work in a team, and critically judge the opinions and attitudes of team stakeholders.					
	IU2. Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	IE3: Analyse and interpret key business trends in the micro and macro business environment and propose strategies for the growth and development of the company.					
	IE4: Critically assess existing and propose new solutions to problems in business practice in the field of management.					
	IE6: Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to stimulate business and economic prosperity.					
	IU8. Design and conduct research to identify new business trends and market needs.					
	IU10. Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to encourage business and economic prosperity.					
	IU12. Create a presentation for the target audience and manage communication in various business situations.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)					<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1 Explain and critically judge the basic concepts and characteristics of marketing management;				1,2	
	2. Analyse marketing strategies, identify growth opportunities using marketing techniques;				2,3	
	3. Demonstrate knowledge in the field of marketing management;				2,3,4	
	4. Analyse the existing and develop a new marketing plan based on innovative solutions for a specific company;				4,5,6	
5. Synthesize the acquired knowledge on the basis of which they will develop a marketing mix for a specific company.				4,5,6		
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1	Introduction to the course and a detailed implementation plan of classes.	1	They listen to the lecture. In seminar classes, they are introduced to the content of the course and the documents on the e-learning page of the course by independent work on the computer.	-	6 hours
	2.	Strategic and marketing planning	1, 2	They listen to a lecture, solve case studies.	At the colloquium or written and oral exam, they define the basic marketing terms, explain the basic marketing concepts and marketing processes in tourism,	6 hours
	3.	Marketing research and marketing-information system.	1,2,3	They listen to a lecture, solve case studies, present a seminar paper followed by a discussion	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on	8 hours

					the basis of the presented problem and propose a solution to the same problem.	
4.	Analysis of market opportunities. Marketing environment. End-consumer and business markets.	1,2,3	They listen to a lecture, solve case studies, present a seminar paper followed by a discussion		At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	10 hours
5.	Selection of target markets. Measurement and forecasting of demand Market Segmentation, Focus, and Positioning	1,2,3	They listen to a lecture, solve case studies, present a seminar paper followed by a discussion		At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	10 hours
6.	I. Colloquia Marketing Plan Part I	1,2,3,4	They listen to a lecture, solve case studies, present a seminar paper followed by a discussion		At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	10 hours
7.	Marketing Plan Part II	1,2,3,4	They listen to a lecture, solve case studies, develop a marketing plan for the company		At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	12 hours
8.	Developing a marketing network.	1,2,3,4	They listen to a lecture, solve case studies, develop a marketing plan for the company		At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	12 hours
9.	Product management.	1,2,3,4	They listen to a lecture, solve case studies, develop a marketing mix for the company		At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	12 hours
10.	Price management.	1,2,3,4	They listen to a lecture, solve case studies, develop a marketing mix for the company		At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	3 p.m.
11.	Sales and distribution management.	1,2,3,4	They listen to a lecture, solve case studies, develop a marketing mix for the company		At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse	20 hours

					the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	
	12.	Promotion management.	1,2,3,4	They listen to a lecture, solve case studies, develop a marketing mix for the company	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	20 hours
	13.	Developing Competitive Marketing Strategies	1,2,3,4	They listen to a lecture, solve case studies, develop a marketing mix for the company	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	20 hours
	14.	Marketing Metrics	1,2,3,4	They listen to the lecture, present the marketing plan and the marketing mix.	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	3 p.m.
	15.	Concluding lecture, signatures from the course, II colloquium		They listen to the lecture, present the marketing plan and the marketing mix.	At the colloquium or written and oral exam, they define and explain the terms that appear in this thematic unit, then they should show and analyse the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	4 hours

### 3. EVALUATION OF STUDENT WORK

3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper and project assignment.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes, solving case studies, creating and presenting a seminar paper and project assignment, and passing two colloquiums); b) during classes (active participation in classes, solving case studies, preparation and presentation of seminar paper and project assignment, and taking exams (written and oral part of the exam)).</p>					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam	2 (without colloquium)	Project	1
	Experimental work		Research		Practical work	
	Assay		Report		Continuous Verification	
	Colloquiums	3 (without written and oral exam)	Seminar paper	1	(other to enter)	

	Activities in Class		Viva voce	1 (without colloquium)	(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			60		
	2. Preparation of a seminar paper and project assignment and presentation			30		
3. Preparation for the colloquium/exam through self-study			90			
<b>4. GRADE FORMATION</b>						
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>
	Organization	The work is not organized in a logical order and lacks structure.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.		Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.		Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.		The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>		<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	

4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Project assignment Solved Case Studies
		2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		5 points	7 points	8 points	10 points
	Taking the colloquium / Written part of the exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
	Oral part of the exam	25 points	30 points	35 points	40 points
		2	3	5	5
4.4. Formation of the final score based on the absolute distribution		Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade	
		90 – 100%	5 (excellent)	And	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		50 – 64,9%	2 (sufficient)	D	
<b>5. ADDITIONAL INFORMATION ABOUT THE CASE</b>					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Kotler, P.; Keller, K.L.; Martinović, M.(2014). *Marketing Management, 14th edition, MATE, Zagreb 2014				
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	1. Kotler, P., Armstrong, G. (2013). *Principles of Marketing*, Prentice Hall, Boston				
	2. Kotler, P. (2001). *Marketing Management, Analysis, Planning, Implementation and Control*. Informator, Zagreb				
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.				
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).				

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	Cost-Benefit Analysis	1.8. ISVU course code	
1.2. Lecturer	Jelena Žaja, MEcon, Senior Lecturer	1.9. MOZVAG course code	
1.3. Assistants and/or associates	None	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	(30+30+0+0)
1.4. Study programme (specialist, undergraduate, graduate)	Graduate Study Programme Management	1.11. Level of e-learning application (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> level), percentage of online course performance (max. 20%)	1 <sup>st</sup> – materials available On-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	3.
1.6. Study year	2 <sup>nd</sup>	1.13. Modernization	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

2. COURSE DESCRIPTION	
2.1. Course objectives	To present students with basic theoretical and practical knowledge on cost-benefit analysis as a tool for assessing the acceptability of investment projects. To demonstrate evaluation of the financial viability of the investment project as well as the evaluation of its overall social effects.
2.2. Terms of course entry and required competences	No requirements.
2.3. Learning outcomes on the study programme level	LO1: Organize and lead work in a team, and critically assess the opinions and attitudes of team stakeholders.
	LO2: Use professional literature and terminology when conveying information, proposing ideas and solutions in a business environment.
	LO7: Apply and valorise qualitative and quantitative methods of business decision-making in solving economic and managerial problems
	LO9: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.
2.4. Expected learning outcomes on the course level	<p><b>Learning outcomes</b> towards Bloom's taxonomy: (up to two verbs per LO)</p> <p><b>LO Level:</b></p> <ol style="list-style-type: none"> <li>1. <i>Recapture,</i></li> <li>2. <i>Understanding,</i></li> <li>3. <i>Application,</i></li> <li>4. <i>Analysis,</i></li> <li>5. <i>Evaluation,</i></li> <li>6. <i>Synthesis</i></li> </ol>

	1. to categorize and link concepts/components of cost-benefit analysis,	6,3
	2. to evaluate the constraints in carrying out cost-benefit analysis, and suggest in what situations the method of cost-benefit analysis should be used purposefully,	5,6
	3. to identify and evaluate the financial and socio-economic costs and benefits of the investment project,	4,5
	4. to calculate and interpret project's financial and economic indicators,	3,4
	5. make a decision on the acceptability of the investment project, based on the results of cost-benefit analysis,	6
	6. use materials and tools to search scientific and professional literature in Croatian and in English,	3
	7. present accepted knowledge, ideas, problems and solutions independently and in the team.	6

Constructive alignment						
No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed	
2.5. Course content according to detailed curriculum schedule	1.	Introduction to the course and a detailed performance plan	-	Listen to the lecture. On exercises, independently with use of computer, students get acquainted with course content and documents on the e-learning course page.	-	2 hours
		Introduction to cost benefit analysis. Basic terms.	1, 6, 7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students are able to define and categorize basic terms in CBA field.	8 hours
	2.	Development and application of cost benefit analysis. Types of CBA.	1, 2, 6, 7	Listen to the lecture and read the literature. On practical exercises students, independently and in teams, analyse examples of different types of CBA.	In a colloquy or written and oral exam students can recognize when it is useful to apply CBA and can explain differences between different types of CBA. Can explain basic principles in making CBA. They know how to critically judge different views on costs and benefits of individual project from perspective of different participants in the analysis and their influence on implementation of the analysis.	8 hours
	3.	Formal concepts of cost benefit analysis.	1, 2, 6, 7	Listen to the lecture and read the literature. On practical exercises students,	In a colloquy or written and oral exam students can define, categorize and connect basic terms in CBA.	8 hours

		Components of analysis.		independently, in pairs or in Socrates' threesome make mental maps and solve case studies by which they demonstrate adoption of previously acquired knowledge and present their own ideas. Discuss problems.	Can construct a diagram which connects seven basic components of CBA.	
	4.	Cost-benefit analysis in the context of EU funds.	1, 2, 6, 7	Listen to the lecture and read the literature. Students individually explore the content of this field by searching data bases. Based on this and read literature they make seminar paper with which they present acquired knowledge, their own ideas and ways to solve problems.	In a colloquy or written and oral exam students can explain what questions CBA can give answers to, in context of EU cohesion policy. Analyse role of CBA in contribution to EU goals.	8 hours
	5.	Environment analysis, definition of goals and project identification.	1, 2, 6, 7	Listen to the lecture and read the literature. On practical exercises students, independently solve case studies by which they demonstrate adoption of previously acquired knowledge and present their own ideas. Discuss problems.	In a colloquy or written and oral exam students can make environment analysis, describe context of the project. Can formulate main, general goals of the projects for which CBA can be made in individual sectors. Establish when the project is clearly specified, identify areas of influence, end users and project stakeholders. Seminar paper created and presented (using computer programs).	10 hours
	6.	Project feasibility analysis - demand analysis and analysis of options.	1, 2, 6, 7	Listen to the lecture and read the literature. Students individually explore the content of this topic area by searching the databases and based on it and read literature students write seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems.	In a colloquy or written and oral exam they can know how to propose objectively measurable indicators in demand analysis and the sources of their verification. They know how to anticipate the constraints / mistakes that occur in demand forecasting. They know how to explain the link between a feasibility study and a cost-benefit analysis. They know how to make a Gantt chart. Seminar paper created and presented (using computer programs).	10 hours
	7.	Introduction to financial analysis.	1, 3, 6, 7	Listen to the lecture and read the literature. On practical exercises independently with use of computer students establish	In a colloquy or written and oral exam they know to explain basic concepts in the field of financial analysis and conduct cash flow discounting. They know how to explain differences in financial analysis of public and private projects, determine the goals of conducting financial	10 hours

				future and present value of money.	analysis. Seminar paper created and presented (using computer programs).	
8.	Financial analysis of costs and benefits. Defining and estimating costs and benefits. Sources of financing.	1, 3, 4, 6, 7		Listen to the lecture and read the literature. On practical exercises independently with use of computer they make financial analysis.	In a colloquy or written and oral exam they know how to make a projection of operating costs and revenues over the life of the project, calculate and interpret the residual value of the project, define possible sources of project financing. Seminar paper created and presented (using computer programs).	10 hours
9.	Field work. Financial Profitability and sustainability of the project.	1, 3, 4, 5, 6, 7		Listen to the lecture and read the literature. On practical exercises independently with use of computer they make financial analysis.	In a colloquy or written and oral exam students know how to perform financial analysis by calculating and interpreting basic indicators (FNPV (C), FNPV (K), FRR (C), FRR (K)). They know how to check the financial viability of a project. Seminar paper created and presented (using computer programs).	10 hours
10.	Introduction to economic analysis.	1, 2, 3, 6, 7		Listen to the lecture and read the literature. During the exercises, they individually explore the content of this topic area by searching databases, and on the basis of it and reading the literature, create a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work on exercises, a case study is handled.	In a colloquy or written and oral exam students know how to explain basic concepts in the field of economic analysis, explain the differences between financial and economic analysis. Seminar paper created and presented (using computer programs).	10 hours
11.	Economic analysis.	1, 3, 4, 5, 6, 7		Listen to the lecture and read the literature. Students independently, with use of computer, conduct economic analysis.	In a colloquy or written and oral exam they know how to do economic analysis: implement fiscal adjustments, apply conversion factors, identify and monetize project social costs and benefits, discount estimated costs and benefits, calculate and interpret basic economic analysis indicators (ENPV, ERR, B / C). Critically evaluate and interpret the results of the financial and economic analysis performed and reach a conclusion on the eligibility of investment in the project.	10 hours
12.	Cost-benefit analysis application in different sectors.	1, 6, 7		Listen to the lecture and read the literature. They individually research the content of this topic area by searching the databases and, on the basis of it, and the literature read, create a seminar paper that	In a colloquy or written and oral exam students know how to describe common principles and rules for applying analysis in the practice of different sectors, identify those sector-specific analysis aspects, such as typical economic costs and benefits, valuation methods, reference periods, etc.	8 hours

				presents the acquired knowledge and presents their own ideas, and ways to solve problems.		
	13.	Risk assessment. Sensitivity analysis.	1, 5, 6, 7	Listen to the lecture and read the literature. On practical exercises independently with use of computer they make risk analysis.	In a colloquy or written and oral exam students are able to identify and analyse key project risks, Seminar paper created and presented (using computer programs independently).	10 hours
	14.	Other tools of analysis. Cost benefit analysis in Public Private Partnership (PPP).	1, 6, 7	Listen to the lecture and read the literature. In group work on exercises, a case study is handled.	In a colloquy or written and oral exam they can describe and critically evaluate different ways of financing large infrastructure projects. Select and review different public-private partnership models for the construction of public infrastructure and the provision of infrastructure services.	8 hours
	15.	Concluding Considerations / Repeating and Preparing for Exam.		Listen to the lecture and individual preparation for the exam.		42 hours
<b>3. EVALUATION OF STUDENT WORK</b>						
3.1. Students` obligations	<p>In accordance with the Book of Rules and the Rulebook on Student Assessment and Evaluation: for all regular students attend at least 70% attendance. Part-time students have the obligation to attend at least 50% of lectures. All students must create, present and positively colloquy seminar paper.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> <li>From 0 – 24,9% ECTS credits- is rated F (unsuccessful) and cannot get ECTS credits and must re-enrol the subject in the next academic year;</li> <li>From 25 – 49,9% ECTS credits - is rated FX (inadequate) and has to come out and pass the test (exam). A written exam can be held in a regular or extraordinary exam period;</li> <li>More than 50% ECTS credits - students have the right to access the final exam of the subject.</li> </ul> <p>Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting the seminar paper) and passing the exam (written and oral exam).</p>					
3.2. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS points corresponds to the credit score of the course)	Attendance	1	Written exam	3 (by submitting both colloquiums the student is relieved of <del>two</del> written examination)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	4 (by submitting both	Seminar paper	0,5	Other (inscribe)	

		colloquiums the student is relieved of a written and oral examination)				
	Class activities	0,5	Oral exam	1 (by submitting both colloquiums the student is relieved of an oral examination)	Other (inscribe)	
3.3. Student workload	The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:					
	<b>Commitment</b>			<b>Hours (estimate)</b>		
	1.Attending classes			60		
	2.Creating and Presenting seminar paper			15		
	3.Preparation for the Colloquium / exam through self-study			105		
<b>4. GRADING</b>						
4.1. Seminar paper grading	<b>Valuation Element</b>	<b>Poor</b>		<b>Satisfying</b>		<b>Above average</b>
	Organization	The paper is not organized in a logical order and its structure is lacking.		The paper is well structured with a clear distinction between the introduction, the main part of the text and the conclusion.		The paper is well-structured with a clear distinction between the introduction, the main part of the text and the conclusions that are perfectly logically linked to one another
	Terminology, writing style	Words and phrases are low harmonized with official terminology. Writing style is not appropriate, sentences are too long, modest vocabulary, and frequent and repeated grammatical mistakes.		Words and phrases are aligned with official terminology. The writing style is appropriate, the sentence structure is clear, the vocabulary is appropriate and has little grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Quoting and referencing	Sources are not specified at all. The references do not match the topic and show a superficial approach to the research topic.		Sources are listed, but incomplete and with errors. The references are appropriate for the subject and show a satisfactory research attitude.		Sources are accurate, complete and consistent. The references are appropriate, their list is "rich" and comprehensive and shows a robust research approach.
4.2. Colloquium / exam grading	<b>Poor</b>		<b>Satisfying</b>		<b>Above average</b>	

		Give answer by memory, no deeper understanding. Does not know and does not apply the basic terms and concepts. Cannot apply or explain the contents of the course.	Reproduces basic terms, without difficulty transfers new knowledge, understands subject matter, explains the terms and the notions that substantiate by examples.	Knowledge is at the level of analysis, synthesis and evaluation. It observes legitimacy, accurately and thoroughly explains the content of the subject, and logically links and explains the terms and concepts that it encapsulates. Find solutions that are not originally given. There is a correlation with correlative subjects.	
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-75% of attendance	76-86% of attendance	87-100% of attendance	Solved case study.
		2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		5 points	7 points	8 points	10 points
	Colloquium / written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		25 points	30 points	35 points	40 points
	Oral exam	2	3	5	5
25 points		30 points	35 points	40 points	
4.4. Creating a final grade according to absolute allocation	Percentage of adopted knowledge, skills and competences (teaching + final exam)	Numerous grade	ECTS grade		
		90 – 100%	5 (excellent)	A	
		80 – 89,9%	4 (very good)	B	
		65 – 79,9%	3 (good)	C	
		50 – 64,9%	2 (sufficient)	D	
<b>5. ADDITIONAL INFORMATION ABOUT THE COURSE</b>					
5.1. Compulsory literature (available in the library and through other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1. Florio, M. et al (2015). *Vodič kroz analizu troškova i koristi investicijskih projekata, Alat za ekonomsku procjenu kohezijske politike 2014-2020*. Publications Office of the European Union, Luxembourg. (selected chapters)				Available on-line
	2. Korunić, K. (2017). *CBA – Analiza troškova i koristi*. Tim4pin, Zagreb.			3	
3. Europska komisija. (2015). *Provedbena uredba Komisije (EU) 2015/207 (Prilog III – Metodologija za provedbu analize troškova i koristi)*. Službeni list Europske unije, Bruxelles.				Available on-line	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Boromisa, A. (2016). *Od troškova do koristi: analiza troškova i koristi u pripremi projekta*. Alinea, Zagreb.			3	
	2. Rosen, H.S. i Gayer, T. (2010). *Javne financije*. Institut za javne financije, Zagreb.			3	

<p>5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p>	<p>The control of students' work quality and the acquisition of necessary knowledge and skills will be ensured through interactive work. By keeping track of attendance and student activity during classes and provided information on students' progress through short colloquiums and homework, information for further guidance to students will be provided in order to increase the efficiency of their work. Students will be informed about their rights and obligations as well as the methods of work and the required literature. Indicators of quality assurance system: Student survey, monitoring of annual data from the Croatian employment service on the annual state of student employment, surveys from employers and Alumni association.</p>
<p>5.4. information on the course and contact with the teacher</p>	<p>It is obligatory for every student to regularly inform about the course, teaching and teaching activities. All information about teaching or any delay in teaching will be published on the e-learning pages of the course and on the web pages of the Polytechnic. Students can contact the teachers during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to ask questions by e-mail (from the official e-mail address from the domain @vus.hr) that will be answered in a short time (no later than five working days from the receipt of e-mail).</p>

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>EU PROJECT MANAGEMENT</b>	1.8. Course code in ISVU	146384 202151
1.2. Course holders	Domagoja <b>Buljan Barbača</b> , PhD, College Professor	1.9. Course code in MOZVAG	
1.3. Associates		1.10. Method of teaching (number of hours P+V+S+e-learning)	(30+30+0+0)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Electoral	1.12. Ordinal number of amendments and/or additions to the course description	2.
1.6. Year of study	2nd Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	<ul style="list-style-type: none"> <li>To train students to participate in the preparation and implementation of EU-funded projects. The key goal is to equip students with the basic knowledge and skills necessary for successful access and management of projects financed from EU financial instruments.</li> </ul>		
2.2. Course enrolment requirements and entry competencies required for the course	Fulfilled conditions for enrollment in the 2nd year of study.		

2.3. Programme-level learning outcomes to which the course contributes	LL1: Organize and lead teamwork, and critically judge the opinions and attitudes of team stakeholders.					
	IE2: Use professional literature and terminology when transmitting information, proposing ideas and solutions in the business environment.					
	IE9: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.					
	IE10: Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to encourage business and economic prosperity.					
	LO 11: Identify various problems and risks and anticipate risky situations in business.					
	IA 12: Create a presentation for the target audience and manage communication in different business situations.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)				<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1.	be able to <b>define and connect</b> key terms related to the management of EU projects,			1, 1	
	2.	<b>identify and assess</b> European Structural Funds suitable for financing freight forwarding projects			1, 5	
	3.	<b>explain</b> the institutional framework for the implementation of financing from EU funds in the Republic of Croatia and <b>explore</b> its functionality			2, 5	
	4.	<b>explain and graphically represent</b> the management of the project cycle			3,3	
	5.	know <b>how to create</b> and <b>use</b> a logical matrix			6, 3	
	6.	be able to <b>find</b> and <b>interpret</b> current tenders announced for EU projects			4, 4	
	7.	<b>draw up</b> a project application; know how to <b>plan the implementation of</b> EU projects			6, 3	
	8.	<b>participate</b> in the first implementation of EU projects and <b>write</b> reports			2, 6	
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1	Introduction to the course and a detailed implementation plan of classes.	-	They listen to the lecture. In seminar classes, they are introduced to the content of the course and the documents on the e-learning page of the course by independent work on the computer.	-	2 hours
		The foundations of the functioning of the European Union.	1, 3, 6	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they define the basic postulates of the functioning of the European Union. They describe the roles, powers and reciprocity of action of EU bodies.	4 hours
	2.	An overview of historical development – the emergence and development of the EU.	1, 2, 6	They listen to a lecture and read literature. In the exercises, they form work teams and define their roles in the project team.	At the colloquium or written and oral exam, they know how to explain the basic postulates of the functioning of the EU, the most important institutions and their basic roles and powers.	12 hours
3.	Use of Funds: EU Strategies and Policies for the Period 2014-2020	1, 6, 7	They listen to a lecture and read literature. During the exercises, they	At the colloquium or written and oral exam, they know how to list and distinguish the possibilities of financing from European sources. Determine the	12 hours	

				explore open tenders for financing from European sources.	time course of the availability of individual sources of financing as well as notice differences in application.	
4.	European Structural and Investment Funds. The Union's programs.	1, 2, 3, 6, 7		They listen to a lecture and read literature. During the exercises, they discuss the possible application of a project proposal by linking to the text of one of the currently open or closed tenders from the website <a href="http://www.strukturnifondovi.hr">www.strukturnifondovi.hr</a>	At a colloquium or written and oral exam, they know how to access relevant sources of information and critically evaluate and look at them.	10 hours
5.	Institutional framework for the implementation of EU funds in the Republic of Croatia.	1, 2, 3, 6, 7, 8		They listen to a lecture and read literature. During the exercises, they discuss the basic guidelines for the development of their project proposal. They master and apply problem analysis-problem tree creation.	At the colloquium or written and oral exam, they know how to define and describe the basic mechanisms for the implementation of EU funding. They know how to create a problem tree and recognize cause-and-effect relationships between problems that are related to the underlying problem on which the basic project idea is focused.	10 hours
6.	Project Cycle Management.	1, 3, 4, 6, 7,8		They listen to a lecture and read literature. In the exercises, they continue to work on the project idea and create a goal tree and conduct a stakeholder analysis.	At the colloquium or written and oral exam, they know how to define and describe how the project cycle is managed. They know how to create a goal tree and conduct a stakeholder analysis.	10 hours
7.	Defining the basic characteristics of the project. Elements and the course of the project cycle.	1, 2, 3, 4, 5, 6, 7, 8		They listen to a lecture and read literature. In the exercises, they continue to work on the project idea and make corrections on the problem tree, the goal tree and the outcome of the stakeholder analysis.	At the colloquium or written and oral exam, they know how to define and apply the tools covered: problem tree, goal tree on the specific project idea they are making. Break down the project into relevant elements and identify the course of project implementation.	20 hours
8.	Logical Matrix (PLM) approach. Creation and use in EU projects. Defining PLM.	1, 4, 5, 6, 7		They listen to a lecture and read literature. In the exercises, they create a logical matrix for their project. They define the elements that the tool is looking for at the level of general and specific goals.	At the colloquium or written and oral exam, they know how to define and describe the approach of the logical matrix. They know how to define the requirements of a logical matrix and the methodology of its completion.	12 hours
9.	The main steps of PLM. The information contained in the logical matrix - the structure of LM. PLM - elaboration of the stages of analysis and planning stages.	1, 2, 3, 4, 5, 6, 7, 8		They listen to a lecture and read literature. During the exercises, they continue to create a logical matrix for their project. They define the elements that the tool looks for at the level of results and activities.	At the colloquium or written and oral exam, they know how to define and describe the logical matrix for a given project. Define the timeline of the project phases	4 p.m.
10.	Stakeholder analysis: target groups, end users, partners, associates. Problem analysis: creating a problem	1, 2, 3, 4, 5, 6, 7, 8		They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to define and describe the basic steps of developing and choosing a strategy.	8 hours

		tree. Goal analysis: creating a goal tree. Analysis and selection of strategy.		During the exercises, with the discussion of all students, they make corrections in previously created tools.		
	11.	Preparation of the project budget. The most common categories of expenses. The most common mistakes in budgeting.	1, 2, 3, 4, 5, 6, 7, 8	They listen to a lecture and read literature. During the exercises, they make an approximate budget.	At the colloquium or written and oral exam, they know how to define and describe the process of creating a project budget. They know how to express and present the basic elements and functionality of the budget as a mandatory tool.	12 hours
	12.	Identification of project activities. Management of activities, resources and costs	1, 2, 3, 4, 5, 6, 7, 8	They listen to a lecture and read literature. In the exercises, they connect project elements, activities and costs.	At the colloquium or written and oral exam, they know how to define and describe how the connection between project activities, resources and costs is created.	10 hours
	13.	Filling out the project application. Evaluation of the project application. Steps in grading.	1, 2, 3, 4, 5, 6, 7, 8	They listen to a lecture and read literature. During the exercises, they fill in the reduced project application of the project they made during the semester.	At the colloquium or written and oral exam, they know how to define and describe the process of evaluating project proposals. They know the criteria and methodology for the implementation of the evaluation procedure.	12 hours
	14.	Challenges of implementation, monitoring and reporting (guest lecture).	1, 2, 3, 5, 6, 7, 8	They listen to a lecture and read literature.	At the colloquium or written and oral exam, they know how to describe and critically judge the presented project from the real sector, with an emphasis on understanding the challenges of implementation and monitoring the progress of the project.	10 hours
	15.	Examples of good practice (guest lecture).		They listen to the lecture and prepare for the exam individually.	At the colloquium or written and oral exam, they know how to describe and critically judge the presented project from the real sector.	20 hours

### 3. EVALUATION OF STUDENT WORK

3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%. All students must create, present and positively circumscribe the seminar paper.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>• From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>• From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>• More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Students can pass the final exam in the course in two ways: a) during classes through continuous monitoring of students (active participation in classes, participation in team development and presentation of the project and successfully passed two colloquiums); b) during classes (active participation in classes, participation in team development and presentation of the project) with taking the exam (written and/or oral part of the exam).</p>					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1,5	Written exam	2 (without colloquium)	Project	1,5
	Experimental work		Research		Practical work	
	Assay		Report		Continuous Verification	
	Colloquiums	3 (without written and oral exam)	Seminar paper		(other to enter)	

	Activities in Class		Viva voce	1 (without colloquium)	(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			45		
	2. Creating a project assignment			45		
	3. Preparation for the colloquium/exam through self-study			30		

4. GRADE FORMATION					
4.1. Evaluation of the project assignment	Evaluation element	Badly	Satisfactory	Above average	
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.	
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.	
4.2. Evaluation of colloquiums / written and oral parts of the exam	Badly		Satisfactory	Above average	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.		He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.	Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Created Mental Map Solved Case Studies
		2 points	4 points	7 points	3 points
	Seminar paper	2	3	4	5
		5 points	7 points	8 points	10 points
	Taking the colloquium / Written part of the exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		25 points	30 points	35 points	40 points
Oral part of the exam	2	3	5	5	

		25 points	30 points	35 points	40 points
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4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade
	90 – 100%	5 (excellent)	And
	80 – 89,9%	4 (very good)	B
	65 – 79,9%	3 (good)	C
	50 – 64,9%	2 (sufficient)	D

### 5. ADDITIONAL INFORMATION ABOUT THE CASE

	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	1. EU Project Management (2014), Zagreb, TIM4PIN d.o.o.	5	
	2. Tufekčić, M., Tufekčić, Ž., (2013) EU Policies and Funds: 2014-2020, Zagreb, Blue Partner.	5	
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	1. <a href="http://www.strukturnifondovi.hr">www.strukturnifondovi.hr</a>		Available online
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on <a href="mailto:dbuljanb@vus.hr">dbuljanb@vus.hr</a> ) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		

1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>FINANCIAL INSTITUTIONS AND MARKETS</b>	1.8. Course code in ISVU	187562 202147
1.2. Course holders	Anita <b>Grubišić</b> , MEcon, Senior Lecturer	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(45 P + 0 V + 15 S)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Elective(s)	1.12. Ordinal number of amendments and/or additions to the course description	.
1.6. Year of study	2nd Academic Year	1.13. Modernisation	<input checked="" type="checkbox"/> that <input type="checkbox"/> not
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	Studying the financial market, the capital market in Croatia. Understanding the functioning of the capital market, understanding the relationship between supply and demand for securities, and the range of activities undertaken by financial institutions operating in the market. The issue of crises and fraud in the capital markets. Analysis of the situation on the Croatian capital market		
2.2. Course enrolment requirements and entry competencies required for the course	There are no conditions.		



2.3. Programme-level learning outcomes to which the course contributes	IE2: Identify different problems and risks and anticipate risky situations in business.					
	LO 4: Design and conduct research to identify new business trends and market needs.					
	LO 9: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results					
	IE10: Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to encourage business and economic prosperity.					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: <i>(up to two verbs per IU)</i>					<b>Level IU:</b> <i>1- Remembering,                  2- Understanding,                  3- Application,                  4-analysis,                  5-evaluation,                  6-synthesis</i>
	<ol style="list-style-type: none"> <li>1. Assess the importance of financial markets for the health of the entire economy of a country, as well as the role and importance of financial intermediaries.</li> <li>2. Accurately assess the origins and consequences of the effects of asymmetric information on financial market participants.</li> <li>3. Correctly define the money market, its role and participants, describe instruments in the money market.</li> <li>4. Categorize types of capital markets, distinguish types of securities and types of financial institutions, and types of banks and loans.</li> <li>5. Distinguish the most important financial institutions of the non-banking sector, describe the role and importance of insurance companies, pension and investment funds, and leasing and factoring companies.</li> </ol>	4,5	4,5	3,4	5,6	
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1.	Introductory lecture. Financial system.	-	They listen to the lecture. During the practice class, they are introduced to the content of the course and the documents on the e-learning page of the course.	-	2 hours
		1, 2, 3	They listen to a lecture, browse databases and read literature.	In a written and oral exam, they define the financial system.	10 hours	

	2.	Financial markets. Capital markets and money markets.	1, 2, 3	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to define and explain parts of the financial system.	12 hours
	3.	Primary and secondary market. Financial institutions.	1, 2, 3	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to analyse and evaluate the divisions of the market and financial institutions.	12 hours
	4.	Capital market institutions. Regulation and supervision.	1, 2, 3	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to apply the Legal Framework for the Regulation and Supervision of Capital Market Institutions.	12 hours
	5.	Capital market securities.	4,5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize securities of the capital market.	12 hours
	6.	Central Banking and Monetary Policy Management.	4,5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize central banking and monetary policy management.	12 hours
	7.	Banks. Types of banks.	4,5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to evaluate and synthesize banks and types of banks.	12 hours
	8.	Banking risks.	4,5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exams, they know how to evaluate and synthesize banking risks.	12 hours
	9.	Guest lecturers.	4,5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks	On the written and oral exam, they know how to evaluate and	12 hours

				and present them with the adoption of feedback.	synthesize investments in the financial market.	
10.	Pension reform. Pension funds.	4,5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize pension funds.	12 hours
11.	Field work. Study trip.	4,5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to evaluate and synthesize the importance and work of financial market institutions and supervision.	12 hours
12.	Investment funds. Insurance companies.	4,5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to evaluate and synthesize investment funds and insurance companies.	12 hours
13.	Zagreb Stock Exchange. Money market Zagreb.	4,5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to evaluate and synthesize the stock market and the money market.	12 hours
14.	Trends in modern finance.	4,5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exam, they know how to evaluate and synthesize trends in modern finance.	12 hours
15.	Financial institutions and markets concluding lecture. Repetition. Signatures.	4,5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exam, they know how to synthesize and evaluate the significance of the existence of financial institutions and markets in regulated companies.	12 hours

### 3. EVALUATION OF STUDENT WORK

3.1. Obligations of the student  
In accordance with *the Ordinance on Studying* and *the Ordinance on the Evaluation and Evaluation of Students' Work*: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%.  
Students who have achieved during the course:

	<ul style="list-style-type: none"> <li>From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Create and successfully defend a seminar paper (through 6 tasks). Students can pass the final exam when they pass all the outcomes with 50% or more of the acquired knowledge, skills and competencies, in a written and oral exam.</p>					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam		Project	
	Experimental work		Research		Practical work	1
	Assay		Report		Continuous Verification	1
	Colloquiums		Seminar paper	1	(other to enter)	
	Activities in Class	1	Viva voce	1	(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			60		
	2. Creating a practical paper and presentation					
	3. Preparation for a colloquium/seminar/exam through self-study			120		

4. GRADE FORMATION					
4.1. Evaluation of the seminar paper	<b>Evaluation element</b>	<b>Badly</b>	<b>Satisfactory</b>	<b>Above average</b>	
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.	
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.	
4.2. Evaluation of colloquiums / written and oral parts of the exam	<b>Badly</b>	<b>Satisfactory</b>		<b>Above average</b>	
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.	He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.		Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.	
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Case study solution
		4 points	7 points	10 points	
	Practical work				
		2	3	4	5
Written part of the exam	50-64,9%	65-79,9%	80-89,9%	90-100%	

		41 points	53 points	65 points	72 points
	Oral part of the exam	2	3	4	5
		9 points	12 points	15 points	18 points
4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade		
	90 – 100%	5 (excellent)	And		
	80 – 89,9%	4 (very good)	B		
	65 – 79,9%	3 (good)	C		
	50 – 64,9%	2 (sufficient)	D		
<b>5. ADDITIONAL INFORMATION ABOUT THE CASE</b>					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Lešić, Z., Grgurek, M., Financial Institutions and Markets, Zaprešić, 2014				Available online
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	1. Klačmer Čalopa M.; Cingula, M.: Financial Institutions and Capital Market, TIVA, Varaždin, 2009. 2. Saunders, A. and Cornett, M. M.: Financial Markets and Institutions, Poslovni dnevnik, Masmedia, Zagreb, 2006. 3. www.nn.hr, www.dab.hr, www.fina.hr, www.hanfa.hr, www.hbor.hr, www.hgk.hr, www.hnb.hr, www.hrportfolio.hr, www.mfin.hr, www.regos.hr, www.sda.hr			2	
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.				

5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).
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1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>KONTROLING</b>	1.8. Course code in ISVU	201220 202148
1.2. Course holders	Anita <b>Grubišić</b> , MEcon, Senior Lecturer	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	(30 P + 0 V + 15 S)
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Elective(s)	1.12. Ordinal number of amendments and/or additions to the course description	
1.6. Year of study	2nd Academic Year	1.13. Modernisation	Yes <input type="checkbox"/> no
1.7. Credit value (ECTS)	6	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% More than 20% <input type="checkbox"/>

<b>2. DESCRIPTION OF THE COURSE</b>	
2.1. Objectives of the College	Master the system, model and processes of controlling. Acquire knowledge of strategic, tactical and operational planning and forecasting. Master the preparation of managerial reports.
2.2. Course enrolment requirements and entry competencies required for the course	There are no conditions.

2.3. Programme-level learning outcomes to which the course contributes	IE1: Create a presentation for the target audience and manage communication in different business situations					
	IE2: Identify different problems and risks and anticipate risky situations in business.					
	A6: Use professional literature and terminology when conveying information, proposing ideas and solutions in a business environment					
	LO 9: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results					
2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)					<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis
	1. Create a management balance sheet, profit and loss account, and cash flow plan. 2. Know the model and processes of controlling. 3. Exchange the relationship of the controlling function with other functions in the company. 4. Forecast business (rolling forecast). 5. Formulate annual and operational business plans.					4,5 4,5 3,4 5,6
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1.	Introductory lecture	-	They listen to the lecture. During the seminar, they are introduced to the content of the course and the documents on the e-learning page of the course.	-	2 hours
		Basics of controlling: mission, model, system.	1, 2, 3	They listen to a lecture, browse databases and read literature.	In the written and oral exams, they define the mission, model and controlling system.	10 hours
2.	Fundamentals of Controlling: Processes and Instruments.	1, 2, 3	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to distinguish between the processes and instruments of controlling.	12 hours	

	3.	Managerial financial statements.	1, 2, 3	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to analyse and evaluate managerial financial statements.	12 hours
	4.	Managerial non-financial statements.	1, 2, 3	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exam, they know how to analyse and evaluate non-financial statements.	12 hours
	5.	Deviation analysis.	4,5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the results of the analysis of deviations.	12 hours
	6.	Risk analysis.	4, 5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the results of risk analysis.	12 hours
	7.	Planning: operational, tactical, strategic.	4, 5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize operational, tactical and strategic planning.	12 hours
	8.	Budgeting.	4, 5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the budgeting process.	12 hours
	9.	Forecasting.	4, 5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to evaluate and synthesize the forecasting process.	12 hours
	10.	Guest lecturers.	4, 5	They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks	On the written and oral exams, they know how to evaluate and synthesize the introduction and	12 hours

				and present them with the adoption of feedback.	application of the controlling process in companies.	
11.	Field work. Study trip.	4,5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and synthesize the creation of added value in companies by applying controlling.	12 hours
12.	Analysis of financial statements.	4, 5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exams, they know how to evaluate and analyse financial statements.	12 hours
13.	Business analysis.	4, 5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	In the written and oral exam, they know how to evaluate and analyse the company's environment.	12 hours
14.	Modern Controlling: Partnership, Competence, Modern Application and Philosophy.	4, 5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exams, they know how to evaluate and synthesize modern controlling.	12 hours
15.	Final lecture. Repetition of the material. Signatures.	4, 5		They listen to a lecture and read literature. At seminars, they actively and independently solve their tasks and present them with the adoption of feedback.	On the written and oral exam, they know how to synthesize and evaluate the controlling system and its complete application in the company.	12 hours

3. EVALUATION OF STUDENT WORK						
3.1. Obligations of the student	<p>In accordance with <i>the Ordinance on Studying</i> and <i>the Ordinance on the Evaluation and Evaluation of Students' Work</i>: for all full-time students, attendance at classes of at least 70%. Part-time students have the obligation to attend lectures at least 50%.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> <li>From 0 to 24.9% of ECTS credits – they are graded F (unsuccessful) and cannot acquire ECTS credits, and must re-enrol in the course in the next academic year;</li> <li>From 25 to 49.9% - they are assessed with an FX grade (insufficient) and must go out and pass a written exam (test). A written exam (test) may be held in a regular or extraordinary examination period;</li> <li>More than 50% - students have the right to take the final exam of the course.</li> </ul> <p>Create and successfully defend a seminar paper (through 6 tasks).</p> <p>Students can pass the final exam when they pass all the outcomes with 50% or more of the acquired knowledge, skills and competencies, in a written and oral exam.</p>					
	3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes	1	Written exam		Project
	Experimental work		Research		Practical work	1
	Assay		Report		Continuous Verification	1
	Colloquiums		Seminar paper	1	(other to enter)	
	Activities in Class	1	Viva voce	1	(other to enter)	
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending classes			60		
	2. Creating a practical paper and presentation					
	3. Preparation for a colloquium/seminar/exam through self-study			120		

4. GRADE FORMATION					
4.1. Evaluation of the seminar paper	Evaluation element	Badly	Satisfactory	Above average	
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.	
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.	Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.	
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.	The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.	
4.2. Evaluation of colloquiums / written and oral parts of the exam	Badly	Satisfactory	Above average		
	He answers from memory, without a deeper understanding. He does not know or apply basic terms and concepts. He does not know how to apply or explain the content of the course with examples.	He/she reproduces basic concepts and transfers new knowledge without difficulty, understands the material, explains terms and concepts that he/she supports with examples.	Knowledge is at the level of analysis, synthesis and evaluation. He/she notices the regularities, accurately and thoroughly explains the content of the material, and logically connects and explains terms and concepts, which are supported by examples. He finds solutions that were not originally given. Notices correlations with related material.		
4.3. Formation of the final assessment according to the elements of evaluation	Active attendance at classes	70-75% attendance.	76-86% attendance.	87-100% attendance.	Case study solution
		4 points	7 points	10 points	
	Practical work				
		2	3	4	5
Written part of the exam	50-64,9%	65-79,9%	80-89,9%	90-100%	

		41 points	53 points	65 points	72 points
	Oral part of the exam	2	3	4	5
		9 points	12 points	15 points	18 points
4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competencies (teaching + final exam)	Numerical rating	ECTS Grade		
	90 – 100%	5 (excellent)	And		
	80 – 89,9%	4 (very good)	B		
	65 – 79,9%	3 (good)	C		
	50 – 64,9%	2 (sufficient)	D		
<b>5. ADDITIONAL INFORMATION ABOUT THE CASE</b>					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Očko, J., & Švigir, A. (2009). Controlling: control from the backstage. Alitus Consulting.				Available online
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	1. Osmanagić Bedenik, N. (2007). The Controlling Alphabet of Business Success. Školska knjiga, Zagreb. 2. Belak, V., Managerial Accounting, RRIF, Zagreb, 1995. 3. Grubišić, A.; Business analysis, script, Polytechnic of Šibenik, 2010.			2	
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.				

5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).
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1. GENERAL INFORMATION ON THE CASE			
1.1. Name of the subject	<b>INTERNSHIP</b>	1.8. Course code in ISVU	146385 202137
1.2. Course holders	<b>dr. sc. Ana Udovičić, prof. struč. Stud.</b>	1.9. Course code in MOZVAG	
1.3. Associates	Dino <b>Slavica</b> , MEcon, Lecturer	1.10. Method of teaching (number of hours P+V+S+e-learning)	450 hours
1.4. Study programme (professional, professional graduate study)	Professional Graduate Study in Management	1.11. Level of application of e-learning (1st, 2nd, 3rd level), Percentage of course delivery on-line (max. 20%)	1st level – materials available on-line, 0%
1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Ordinal number of amendments and/or additions to the course description	2
1.6. Year of study	2nd Academic Year	1.13. Modernisation	I do
1.7. Credit value (ECTS)	15	1.14. Estimation of the percentage of amendments and/or additions program college	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>

2. DESCRIPTION OF THE COURSE	
2.1. Objectives of the College	<ul style="list-style-type: none"> <li>• acquisition of practical skills, competencies and skills from various business disciplines (entrepreneurship, marketing, management, commercial law, sales and distribution, accounting, business banking and insurance, business planning, business communication, business management, process control, quality assurance);</li> <li>• • developing a sense of responsibility and teamwork within the work environment;</li> <li>• • Training for the effective integration of theory and business practice.</li> <li>• Thanks to the previously acquired theoretical knowledge and practical classes, students are trained to work at the middle level of management. The goals of the internship are to facilitate the employment of students.</li> </ul>
2.2. Course enrolment requirements and entry competencies required for the course	Enrolled in the fourth semester
2.3. Programme-level learning outcomes to which the course contributes	IE1: Create a presentation for the target audience and manage communication in different business situations
	IE2: Identify different problems and risks and anticipate risky situations in business.
	IE3: Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.
	LO 4: Design and conduct research to identify new business trends and market needs.
	IE5: Conduct statistical analysis and apply qualitative and quantitative methods in business analysis.
	A6: Use professional literature and terminology when conveying information, proposing ideas and solutions in a business environment
	LO 7: Apply and evaluate qualitative and quantitative methods of business decision-making in solving economic and managerial problems.
	IU8. Design and conduct research to identify new business trends and market needs.
	IU9. Propose business solutions using simulations, analysis and monitoring of achieved indicators and results.
	IU10. Analyse and compare development indicators, critically reflect on business and economic trends, and propose solutions to encourage business and economic prosperity.
	IU11. Identify various problems and risks and anticipate risky situations in business.
	IU12. Create a presentation for the target audience and manage communication in various business situations.

2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)				<b>Level IU:</b> 1- Remembering, 2- Understanding, 3- Application, 4-analysis, 5-evaluation, 6-synthesis	
	1. <b>Explain</b> the organizational structure of the company and <b>analyse the</b> scope of responsibilities in workplaces				2,4	
	2. <b>Explain</b> the documentation, laws, regulations, procedures and regulations related to the organization/company and the performance of the activities of the organization/company				2	
	3. <b>Analyse and demonstrate</b> the performance of business processes in working with clients/consumers				4, 5	
	4. <b>Choose</b> the right procedures in solving tasks				4	
	5. <b>Explain</b> the way of providing services and products and the policy of the company				2	
	6. <b>Describe</b> the impact of legal, economic and social norms within the company, <b>and choose</b> adequate solutions for complex business situations				2,5	
7. <b>Draw up</b> a sequence of activities and <b>submit</b> a detailed report <b>on the</b> collected data and business activities performed during the realization of the internship				6		
2.5. Course content elaborated in detail according to the teaching schedule	<b>Constructive alignment</b>					
	<b>r.br.</b>	<b>Thematic unit</b>	<b>IU College</b>	<b>Content/Teaching Method</b>	<b>Evaluation</b>	<b>Time required</b>
	1.	Short-term practice.	1-7	Compulsory internship program (depending on the selected business entity or institution): 1. Getting acquainted with the organization and functioning of the business entity or the organization in which the internship is performed. 2. Getting acquainted with the system of work and operations of the relevant organizational units in the organization or company. 3. Getting acquainted with the work and business and the scope of responsibility of the organizational unit(s) in which the student will perform professional practice (this organizational unit(s) should deal with those activities that are in accordance with the knowledge that the student acquires in his or her field of study, or have sufficient points of contact with the professional subjects that the student attends in his or her field of study). It is desirable for the student to go through several departments during the internship in order to better understand the functioning of the company and the connection of departments. <i>In exceptional situations, a student may be allowed to do an internship in two companies.</i> 4. Work on specific cases from practice (for example: contracts in wholesale and retail, monitoring processes and procedures in production, representative business, export and import operations, contracting travel arrangements, and making them, making calculations, drafting contracts, forwarding operations according to the received dispositions, contracting transport and insurance, performing payment transactions in the country and	The Diary of Professional Practice was created and presented.	450

			<p>abroad, organizing marketing services in the company, market research, use of business information, conducting negotiations, organization of propaganda and advertising of the company, getting to know the relevant legal regulations, the method of developing investment programs and projects, feasibility studies, etc., banking operations, financing and lending in foreign and domestic trade, issuing bank guarantees, searching for and using prudential information, getting to know the work of production facilities, getting to know the work and operations of hotels, cargo terminals, etc. , making commercial calculations, getting acquainted with the method of making annual plans of the company, calculating the economy, productivity and profitability of business, analysing financial data, getting acquainted with the management system in the company and marketing - management, the work of representative offices of foreign companies in Croatia, mediation in international exchange, control of the inflow and outflow of financial resources of the company, etc.).</p>		
<b>3. EVALUATION OF STUDENT WORK</b>					
<p>3.1. Obligations of the student</p>	<p>The obligations of students of the University of Applied Sciences when performing professional practice, as well as the conditions and manner of conducting professional practice at the professional studies of the Šibenik University of Applied Sciences, are prescribed by the Ordinance on Professional Practice. In this point, the same is described in a condensed form.</p> <p>Students are required to complete professional practice. The student performs professional practice in organizations and companies determined by the holder of the course professional practice independently or at the student's suggestion. In order for a student to be admitted to professional practice, the course holder signs a Referral for professional practice (Annex 2. of the Ordinance on Professional Practice). Professional practice is carried out under the mentorship of an authorized person. During the professional practice, the student is obliged to conscientiously and honestly perform the tasks and tasks entrusted to him/her and is obliged to comply with the legal regulations of the legal entity in which he/she performs the internship, adhere to the prescribed occupational safety measures, work obligations and safety measures, and is obliged to protect the property of the legal entity in which he/she performs his/her professional practice and to make sure that his/her behaviour or conduct does not cause damage to the legal entity and the University of Applied Sciences. During the internship, the student prepares a Professional Practice Diary (Annex 4. of the Ordinance on Professional Practice). Upon completion of the internship, the mentor signs the same. Upon successful completion of the internship, an authorized person in the legal entity in which the student performs the internship signs and certifies the Certificate of Completed Professional Practice (Annex 5. of the Ordinance on Professional Practice) in its part of the certificate. The student is obliged to submit the Professional Practice Diary and the Certificate of Completed Professional Practice to the holder of the Professional Practice course immediately after the completion of the professional practice, and no later than the end of the current academic year. If the holder of the Professional Practice course accepts the Professional Practice Diary, he or she enters "satisfactory" in the Certificate of Completed Professional Practice and the index. If the holder of the Professional Practice course does not accept the Professional Practice Diary, he or she enters "not satisfied" in the Certificate of Professional Practice, and the student is obliged to re-enrol in the Professional Practice course in the next academic year.</p> <p>Professional practice is terminated in case of justified reasons and resumes when such reasons cease to exist. The student or mentor shall inform the student or mentor of the existence or termination of the existence of the same course holders immediately upon their occurrence or upon learning of the existence of such reasons.</p> <p>A student may be recognized for the course Professional Practice if he/she works or has worked on jobs that correspond to the envisaged internship in terms of content and complexity. In order for the course internship to be recognized, the student should, in the semester in which he or she is required to complete the internship, submit to the course holder a written <i>Application for the Recognition of Professional Practice</i> (Annex 3 of the Ordinance on Professional Practice) and a certificate from the legal entity</p>				

	for which he or she works or has worked. The certificate must contain the job title, a detailed description of the job position and the date of the start of work as well as the date of end of work in case the employment relationship has been terminated. The recognition of professional practice is decided by the course holder.
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3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes		Written exam		Project	
	Experimental work		Research		Practical work	
	Assay		Report		Continuous Verification	
	Colloquiums		Seminar paper		Execution of the expert practice	12 ECTS
	Activities in Class		Viva voce		Writing a Diary of a Professional Practice	3 ECTS
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Attending an internship			360 hours		
	2. Writing a diary			90 hours		
	3. Altogether			450 hours		
<b>4. GRADE FORMATION</b>						
4.1. Evaluation of the seminar paper	/					
4.2. Evaluation of colloquiums / written and oral parts of the exam	/					
4.3. Formation of the final assessment according to the elements of evaluation	There is no grading. Professional practice is evaluated descriptively ("satisfactory" or "not satisfactory").					
4.4. Formation of the final score based on the absolute distribution	/					

5. ADDITIONAL INFORMATION ABOUT THE CASE			
	Title	Number of copies in the library	Availability through other media
5.1. Compulsory literature (available in the library and through other media)	Ordinance on Professional Practice of the Šibenik University of Applied Sciences Instructions for writing the Professional Practice Diary Documentation, laws, ordinances and regulations related to the business organization and the performance of its activities		
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	Documentation, laws, ordinances and regulations related to the business organization and the performance of its activities		
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		

1.GENERAL INFORMATION			
1.1. Course holders	-	1.8. Course code in ISVU	142621
1.2. Name of the case	<b>UNDERGRADUATE THESIS</b>	1.9. Course code in MOZVAG	
1.3. Associates	-	1.10. Method of teaching (number of hours P+V+S+e-learning)	-
1.4. Study programme (professional, professional graduate study)	<b>Professional Graduate Study in Management</b>	1.11. Level of e-learning application (1st, 2nd, 3rd level), percentage of online course implementation (max. 20%)	1st level – materials available online, 0%
1.5. Course status (mandatory, non-mandatory)	Mandatory	1.12. Ordinal number of amendments and/or additions to the course description	4
1.6. Year of study	3.	1.13. Modernisation	<b>I do</b>
1.7. Credit value (ECTS)	15	1.14. Estimation of the percentage of changes and/or additions to the course programme	Less than 20% <input checked="" type="checkbox"/> More than 20% <input type="checkbox"/>
2. DESCRIPTION OF THE COURSE			
2.1. Objectives of the College	The goal of the course is for the student to successfully apply the acquired knowledge in solving tasks related to the profession within the given topic, thus deepening the theoretical knowledge acquired through the study program at the level of the title he is acquiring. Also, the goal of the course is for students to develop the ability of an independent approach in processing and solving complex and practical problems in the profession. Students develop the ability to independently analyse research results as well as the skills of writing and presenting independent work.		
2.2. Course enrolment requirements and entry competencies required for the course	Upisan IVemester		
2.3. Programme-level learning outcomes to which the course contributes	The learning outcomes of the Final Thesis course depend on the topic and course that the student chooses.		

2.4. Expected learning outcomes at course level (4-10 learning outcomes)	<b>Learning outcomes</b> according to Bloom's taxonomy: (up to two verbs per IU)					<b>Level IU:</b> 1 - Emancipation, 2 - understanding, 3 - application, 4 - analysis, 5 - valuation, 6 - Synthesis
	1. Choose a topic and analyse the problem					4
	2. Analyse and sublimate relevant data from the literature and other data sources					3
	3. Formulate and analyse the context of the research					6,4
	4. Select and apply the methodology of research and writing the final thesis					5
2.5. Course content elaborated in detail according to the teaching schedule	-					6
<b>3. EVALUATION OF STUDENT WORK</b>						
3.1. Obligations of the student	Students are required to write a Final Paper under the guidance of a selected or assigned mentor. Consult with the mentor about the given topic and the preparation of the final thesis The student is obliged to present and defend the Final Thesis before the Committee for the Evaluation and Defense of the Final Thesis.					
3.2. Monitoring the work of students (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course)	Attending classes		Written exam		Project	
	Experimental work		Research		Practical work	
	Assay		Report		Presentation	
	Colloquiums		Seminar paper		Written part of the final paper	10
	Activities in Class		Viva voce		Oral defense of the final thesis	5
3.3. Student workload	The workload of a student on all grounds amounts to 30 hours of work per semester for 1 ECTS point and is estimated as:					
	<b>Obligation</b>			<b>Hours (estimate)</b>		
	1. Written part of the final paper			300		
2. Oral defence of the final thesis			150			



4. GRADE FORMATION					
4.1. Evaluation of the Final Thesis	Evaluation element	Badly	Satisfactory		Above average
	Organization	The work is not organized in a logical order and lacks structure.	The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion.		The paper is well structured with a clear distinction between the introduction, the main body of the text and the conclusion, which are excellently logically connected to each other.
	Terminology, writing style	Words and phrases string aligned with official terminology. The writing style is not adequate, the sentences are too long, with modest vocabulary and with frequent and repeated grammatical errors.	Words and phrases are aligned with official terminology. The writing style is adequate, the sentence structure is clear, the vocabulary is adequate, and there are few grammatical errors.		Words and phrases are aligned with official terminology and show an understanding of their meaning. The writing style is excellent, the sentences are clear and concise, the vocabulary is rich and there are no grammatical errors.
	Citation and citation of references	The sources are not listed at all. The references do not correspond to the topic and show a superficial approach to researching the topic.	Sources are cited, but incomplete and with errors. The references are appropriate to the topic and show a satisfactory research attitude.		The sources are accurately, completely and consistently cited. The references are adequate, their list is "rich" and comprehensive, and shows a detailed research approach.
	Written part of the Final Paper	2	3	4	5
		5 points	10 points	15 points	20 points
	Oral part of the Final Paper	2	3	5	5
		5 points	10 points	15 points	20 points

4.4. Formation of the final score based on the absolute distribution	Percentage of acquired knowledge, skills and competences	Numerical rating	ECTS Grade
	90 – 100%	5 (excellent)	And
	80 – 89,9%	4 (very good)	B
	65 – 79,9%	3 (good)	C
	50 – 64,9%	2 (sufficient)	D
<b>5. ADDITIONAL INFORMATION ABOUT THE CASE</b>			
5.1. Compulsory literature (available in the library and through other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability through other media</b>
	1. Regulations on Final Work	-	
	2. Instructions for writing a seminar and final paper		
	3. Books and professional literature in the field of writing the Final Paper		
	4. Websites in the field of writing the Final Paper	-	-
5.2. Supplementary literature (at the time of applying for changes and/or additions to the study programme)	-	-	-
5.3. Means of quality monitoring that ensure the acquisition of output knowledge, skills and competences	Control of the quality of students' work and the acquisition of the necessary knowledge and skills will be ensured through interactive work. By keeping records of the presence and activity of students in classes and the information obtained on the progress of students through the colloquium, the information necessary for further instruction to students in order to increase the efficiency of their work will be obtained. Students will be informed about their rights and obligations, as well as the methods of work and the necessary literature. Indicators of the quality assurance system: Student survey, monitoring of annual data from the CES on the annual state of employment of students, surveys of the employer and the Alumni association.		
5.4. Informing about the course and contacting the teacher	It is the obligation of each student to be regularly informed about the course, the course of classes and activities in class. All notifications about classes or possible postponement of classes will be published in a timely manner on the e-learning pages of the course and on the website of the University of Applied Sciences. Students can contact teachers during consultation sessions (at least one hour per week), while for short questions and explanations they can contact them during classes. It is also possible to ask questions by e-mail (from the official e-mail address on the @vus.hr domain) which will be answered as soon as possible (no later than five working days from the receipt of the e-mail).		



**LEARNING OUTCOME MATRIX**

	<b>I1</b>	<b>I2</b>	<b>I3</b>	<b>I4</b>	<b>I5</b>	<b>I6</b>	<b>I7</b>	<b>I8</b>	<b>I9</b>	<b>I10</b>	<b>I11</b>	<b>I12</b>
Statistics		+			+		+	+	+	+		
Strategic Management		+	+			+						
Financial Management	+	+				+	+		+			
Business Ethics and Social Responsibility	+	+	+								+	
Economics of Information Systems	+	+		+			+				+	
Public Speaking and Presentation Skills	+	+	+	+	+	+						
Cost Management		+	+			+					+	
Innovation and Technological Strategies	+	+	+			+	+					+
Risk Management		+	+	+		+					+	
Operational Management		+	+	+		+	+		+			
Croatian and European Economy	+	+		+						+		+
Methods of Scientific Research		+	+		+							+
Management of Conflicts	+	+	+								+	+
Market Research	+	+	+	+	+					+		+
Leadership	+	+	+	+	+	+						
Quantitative Methods for Business Decision-Making		+			+	+	+		+			
Marketing Management	+	+	+	+		+		+		+		+
Cost-Benefit Analysis	+	+					+		+			
Management of EU Projects	+	+							+	+	+	+
Financial Institutions and Markets		+		+					+	+		
Controlling	+	+				+			+			
Professional Practice	+	+	+	+	+	+	+	+	+	+	+	+
<b>TOTAL NUMBER OF SUBJECTS PER LEARNING OUTCOME</b>	<b>14</b>	<b>22</b>	<b>12</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>8</b>	<b>3</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>8</b>

**Curriculum for the Department of Management and Tourism, Professional Graduate Study of Management Šibenik University of Applied Sciences, for the academic year 2024/2025.** was adopted at the 4<sup>th</sup> session of the Council Department of Management and Tourism, which was held on, July 15 and 16. 2024. (electronic session)

**Curriculum for the Department of Management and Tourism, Professional Graduate Study of Management Šibenik University of Applied Sciences, for the academic year 2024/2025.** was adopted at the 12<sup>th</sup> session of the Council Šibenik University of Applied Sciences, which was held on, July 17. 2024.

CLASS: 007-02/24-08/01

REGISTRY NUMBER: 103-07-24-12

Šibenik, 17.07.2024.

**Head of Department of Management and Tourism**

Divna Goleš, mag.oec., Sen.Lec.



**Dean of Šibenik University of Applied Sciences**  
PhD Ljubo Runjić, colleague professor

