

**POLYTECHNIC OF SIBENIK
SPECIALIST GRAUATE PROFESSIONAL STUDY OF
MANAGEMENT**

Trg Andrije Hebranga 11
22000 Šibenik



Šibenik, November 2019.

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Trg Andrije Hebranga 11
22000 Šibenik

SYLLABUS

Academic year 2019/2020

Dean

PhD Ljubo Runjić, s.lec.

Head of department

Nikolina Gaćina, MEng, s.lec.

Šibenik, November 2019.

1. REQUIREMENTS AND RESULTS OF THE STUDY PROGRAM

Specialist Graduate Professional Study of Management, organized at the Polytechnic of Šibenik, is intended for the education of managers of high-level managerial functions in companies and other business systems and organizations. Due to the significant share of economic educational content, thus educated students can successfully perform all tasks that require knowledge and skills in business economics and management.

Specialist Graduate Professional Study of Management is primarily intended for students of Professional Studies of Management but it is also open to students of other undergraduate studies of our and other higher education institutions who wish to develop their competence in the field of management. Specialist Graduate Professional Study of Management can be enrolled by students who have completed professional study or undergraduate study at another higher education institution. During the concept of studies, it is considered that students acquire equal and general competencies, i.e. knowledge, skills and attitudes, i.e. interpersonal, instrumental and system competencies.

The general competences that the student acquires by completing the studies is the ability to solve problems, analyze, synthesize and evaluate, self-learning and literature research, teamwork, planning and organizing, improve numeracy and digital skills, oral and written business communication, the ability to negotiate in the mother tongue and at least two foreign languages, the ability of creative and critical thinking, generating new ideas, the ability to manage time and fulfill tasks and plans within the deadline.

Throughout the study, students gain the specific knowledge, skills and competences related to managing departments, processes and jobs to middle and upper-level management, strategic planning and cost management, processes, finances business entity or organization, marketing and market research, and the use of quantifiable results and methods for decision making, conflict management and risk management in the business, market positioning, while taking into account the financial and human resources. All listed will the students know to work responsibly, taking into account the legal and ethical business practices and respect for labour and human rights in a changing legal, economic and technological environment.

Upon completion of the study program the holder of this qualification is entitled to use the legally protected professional title "Specialist of Economy for Management" (spec. oec.) and perform professional tasks within their professions.

2. EXPECTED LEARNING OUTCOMES

1. Organize and lead the team work, and critically judge the opinions and attitudes of the team's stakeholders
2. Individually and responsibly search relevant literature for solutions and conclusions,
3. Analyze the business environment, distinguish the company's competitive advantages and propose different business strategies to achieve the company's goals
4. Analyze and interpret key business trends and innovations in the micro and macro business environment and propose innovative solutions and tactics of innovation in business
5. Use probabilistic models for various discrete and continuous stochastic phenomena, to estimate population parameters, set up a statistical hypothesis test and implement these basic statistical analysis with the support of computer tools
6. Critically evaluate existing marketing communications and suggest improvements to the business case and develop the basic skills of forming integrated marketing communications
7. Apply and valorise qualitative and quantitative methods of business decision-making in solving economic and managerial problems through program support
8. Develop a management plan and propose a strategy for the management of protected areas
9. Select research method, and conduct market research to interpret the results of the study
10. Develop a plan of public procurement and to prepare basic documents for the implementation of an open public procurement procedure
11. Build a value system in the enterprise based on business ethics and socially responsible business
12. Interpret the process and modeling principle, choose discrete simulation from input data, and create and apply a simulation model using Sigma, Arena and Capsim software packages, and tools such as Excell and ExpertFit
13. Propose decisions on production, operations, flows, capacities, costs and processes by using analysis and monitoring of the achieved indicators and results
14. Analyze and compare indicators of economic development of the Republic of Croatia, critically reflect on contemporary trends in the Republic of Croatia, and propose solutions to stimulate economic prosperity
15. Identify the possibility of financing projects from European Union funds and programs and actively participate in tendering and project design
16. Identify different problems, risks and risk situations in modern leadership and management, and propose adequate solutions to the problems identified and the mechanisms of risk management based on the analysis of the state enterprises
17. Assess the acceptability of an investment project based on economic-financial analysis made with the help of modern tools and techniques
18. Valorize and apply basic legal institutions in the business environment
19. Interpret the importance of financial markets for the entire economy, the role and importance of financial intermediaries, and argue the outcomes and consequences of acting asymmetric information on participants in financial markets and business entities
20. To anticipate the causes of conflicts in the company and to resolve the conflict by mediation / mediation

3. PROGRESSION THROUGH THE STUDY PROGRAM

The student is required to enroll in the academic year in the enrollment deadlines. A person who does not enter the academic year loses status and rights of a student. The deadlines were published on Polytechnic web sites and newsletters and, if necessary, on Polytechnic publications (brochures, promotional materials, etc.).

When enrolling in the study year, the student enrolls compulsory and elective subjects in worth of minimum 27 to a maximum of 35 ECTS per semester, i.e. a minimum of 60 ECTS to 66 ECTS per year, in accordance with the Study Regulations.

- I. Students enroll in a higher academic year if they have obtained at least 50 ECTS from the previous year, as follows: from the previous year, students enroll in all non-admitted subjects and a maximum of 60 ECTS from higher study years.
- II. Students have the right to enroll in a repetition of the study year with partial enrollment of subjects from higher year of study under the following conditions:
 - Partial entry of subjects from the second (2) year of study if they have at least 30 ECTS in the first (1.) study year
- III. If a student has completed at least one of the ECTS credits with 29 or fewer ECTS credits, he or she must enter a repeat of the year in the Academic Calendar as set forth in the academic year for the next academic year.

If the student has passed as many subjects as possible by the end of the academic year whose ECTS value is 29 or less ECTS he/she is obliged to enter a repetition of the year in the deadlines set forth for enrollment in the Academic Calendar for the next academic year.

Figure 1. Number of enrolled students in the academic year 2018./2019.

Teaching year	Full-time student		Part-time students	
	First entry	Repeat	First entry	Repeat
1.	56	5	11	4
2.	56	1	9	0

For economics and rationality, classes for full-time and part-time students are carried out jointly whenever possible given spatial and other conditions.

Students are obliged to complete all the commitments undertaken in the course (seminar papers, exercise protocols, project work, case studies) **which the teacher certifies by signing the index** at the end of the semester (usually the last teaching week of the semester). **The teacher has right to refuse signing the index to a full-time student who is absent from more than 30% of teaching hours.**

Part-time student's obligations are created according to the possibilities of their attendance in courses, which must be in accordance with the approved performance plan of the teaching of a particular subject.

The total obligation of the full-time students can be 48 hours a week at most, and not less than 40 hours, of which the most 24 hours a week of active hours. Exceptionally, students' obligations may be greater in the case of increased practical teaching, but not more than two weeks in a row during the semester.

Specialist Graduate Professional Study of Management is evaluated with 120 ECTS credits, which are realized through enrollment of the courses.

Before completing the final thesis, the student **must pass all courses**. The total number of credits placed with the final thesis should be **at least 120 ECTS points**.

4. LIST OF LECTURERS WHO TEACH AT SPECIALIST GRADUATE PROFESSIONAL STUDY OF MANAGEMENT

NAME AND SURNAME OF THE LECTURER	COURSE	CONTACT E-MAIL	CONSULTATION
EMPLOYEES of Polytechnic of Šibenik			
Anita Grubišić Master in econ., s.lec.	Cost Management Financial Institution and Markets Controlling	anita@vus.hr	Cabinet 6
Mr Gina Lugović, s.lec.	Business Ethics and Social Responsibility Psychology for Managers Management of Conflicts Methods of Scientific Research	gina@vus.hr	Cabinet 7
Želimir Mikulić, M.eng., s.lec.	Quantitative Methods for Business Decision Making Business Simulations	zelimir.mikulic@vus.hr	Cabinet 12, 2. floor
Dijana MEČEV, Master in econ., s.lec.	Croatian Economy	dijana@vus.hr	Cabinet 2
Ana Perišić, Master in econ., s.lec.	Quantitative Methods for Business Decision Making Statistics	sisak@vus.hr	Cabinet 3
Jasmina Sladoljev, Master in econ., s.lec.	Semesterly Professional Practice	jasmina@vus.hr	Cabinet 4
Jelena ŠišARA, Master in econ., s.lec.	Market Research	jelena@vus.hr	Cabinet 4
PhD Ana Vukičević, s.lec.	Strategic Management	ana_u@vus.hr	Cabinet 5
Jelana Žaja, Master in econ., s.lec.	Operations Management	jzaja@vus.hr	Cabinet 2
EXTERNAL COLLABORATORS			
PhD Domagoja Buljan Barbača	Management of EU Projects	dobuljan@oss.unist.hr	According to the schedule of lectures and exams
Željko Deković Master in econ., s.lec.	Operations Management	zeljko.dekovic@otpbank.hr	Cabinet 2, According to the schedule of lectures and exams
PhD Zdravko Kedžo, lec.	Public Speaking and Presentation Skills Leadership	kedzo@unidu.hr	According to the schedule of lectures and exams
MSc Anita Krolo Crvelin, s.lec.	Risk Management	akroloc@oss.unist.hr	According to the schedule of lectures and exams
Mr Alenka Poljičak, s.lec.	Public Procurement	alenka.poljicak@si.t-com.hr	According to the schedule of lectures and exams
PhD Mili Razović	Innovation and Technological Strategies	razovic@vus.hr	According to the schedule of lectures and exams

5. PLACE OF TEACHING OF SPECIALIST GRADUATE PROFESSIONAL STUDY OF MANAGEMENT

Teaching at the Specialist Graduate Professional Study of Management is performed at the Polytechnic of Šibenik, in Šibenik, address "Trg Andrije Hebranga 11". In the mentioned location, apart from the service offices, there are 12 lecture halls with a total area of 757 m².

The premises in which the teaching process takes place provide optimal conditions with regard to the number of enrolled students. The aforementioned space contains spatial capacities that, in keeping with the standards of higher education, enable students to have good quality monitoring and participation in educational activities.

Classes at the Polytechnic take place from Monday to Friday (in exceptional cases on Saturdays in the morning) according to the fix schedule of the lessons published on the notice boards and on the official website of the Polytechnic. In accordance with the requirements of the *Regulation on the content of license and conditions for issuing license to perform activities of higher education, carrying out study programs and re-accreditation of higher education institutions* (Narodne novine No. 24/10) Article 5 (2), Polytechnic has a ratio of students and the space available for the teaching (1.25 m² / student

6. LIST OF SUBJECTS, TEACHER AND ASSOCIATES, TIMETABLE OF THE SUBJECT, STUDENT WORKLOAD OF SPECIALIST GRADUATE PROFESSIONAL STUDY OF MANAGEMENT

M / N	SUBJECT HOLDER	SUBJECT	TEACHER - LECTURERS	TEACHER - EXERCISES / SEMINARS	Lectures	Seminars	Number of groups	Exercises	Number of groups	ECTS
					Hours per week	Hours per week		Hours per week		
		I. SEMESTER								
M	Perišić A.	Statistics	Perišić A.	Perišić A.	3			2	2	6
M	Vukičević, A.	Strategic Management	Vukičević, A.	Vukičević, A.	3	1	1			6
N	Lugović G.	Business Ethics and Social Responsibility	Lugović G.	Lugović G.	2	1	1			5
M	Lugović G.	Psychology for Managers	Lugović G.	Lugović G.	2	1	1			5
N	Razović M.	Innovation and Technological Strategies	Razović M.	Razović M.	2	1	1			4
N	Kedžo, Z.	Public Speaking and Presentation Skills	Kedžo, Z.	Kedžo, Z.	2	1	1			4
N	Grubišić A.	Cost management	Grubišić A.	Grubišić A.	2	1	1			4

M / N	SUBJECT HOLDER	SUBJECT	TEACHER - LECTURERS	TEACHER - EXERCISES / SEMINARS	Lectures	Seminars	Number of groups	Exercises	Number of groups	ECTS
					Hours per week	Hours per week		Hours per week		
		II. SEMESTER								
M	Mikulić Ž.	Quantitative Methods for Business Decision Making	Mikulić Ž./Perišić A.	Perišić A.	3			2	2	6
M	Krolo Crvelin, A.	Risk Management	Vukičević, A.	Vukičević, A.	3	1	1			6
M	Deković Ž.	Operations Management	Deković Ž.	Žaja J.	3			2	2	6
N	Lugović G.	Management of Conflict	Lugović G.	Lugović G.	2	1	1			4
N	Mečev. D.	Croatian Economy	Mečev. D.	Mečev. D.	2	1	1			4
N	Šišara J.	Market Research	Šišara J.	Šišara J.	2	2	1			6
N	Kedžo, Z.	Leadership	Kedžo, Z.	Kedžo, Z.	2	1	1			4

M / N	SUBJECT HOLDER	SUBJECT	TEACHER - LECTURERS	TEACHER - EXERCISES / SEMINARS	Lectures	Seminars	Number of groups	Exercises	Number of groups	ECTS
					Hours per week	Hours per week		Hours per week		
		III. SEMESTER								
M	Mikulić Ž.	Business Simulations	Mikulić Ž.	Mikulić Ž.	3			2	2	6
N	Lugović G.	Methods of Scientific Research	Lugović G.	Lugović G.	3	1	1			6
N	Buljan Barbača, D.	Management of EU Projects	Buljan Barbača, D.	Buljan Barbača, D.	2			2	1	6
N	Žaja, J.		Cost Benefit Analysis	Goleš, D	Žaja, I.	2			2	1
N	Grubišić, A.	Financial Institutions and Markets	Grubišić, A.	Grubišić, A.	3	1	1			6
N	Grubišić, A.	Controlling	Grubišić, A..	Grubišić, A..	3	1	1			6
N	Poljičak A.	Public procurement	Poljičak A.	Poljičak A.	2			2	2	6

M / N	SUBJECT HOLDER	SUBJECT	TEACHER - LECTURERS	TEACHER - EXERCISES / SEMINARS	Lectures	Seminars	Number of groups	Exercises	Number of groups	ECTS
					Hours per week	Hours per week		Hours per week		
		IV. SEMESTER								
M	Sladoljev, J.	Semesterly Professional Practice	Sladoljev, J.	Sladoljev, J.						10
M		Final Thesis								20

7. ACADEMIC CALENDAR FOR THE ACADEMIC YEAR 2019/2020.

ACTIVITY	TERM
Winter semester	30 September 2019 - 21 February 2019
Lectures, exercises and seminars	30 September 2019 - 25 January 2020
Winter holidays	23 December 2019 - 3 January 2020
Winter regular examination period	27 January 2020 – 21 February 2020
Testing the Winter Semester	13 February 2020 - 20 February 2020
Summer semester	24 February 2020 - 30 September 2020
Lectures, exercises and seminars	24 February 2020 - 5 June 2020
Summer regular examination period	8 June 2020- 8 July 2020
Summer break	20 July 2020 - 17 August 2020
Autumn regular examination period	24 August 2020 - 19 September 2020
Testing the Summer semester	13-18 July 2020 / 24-30 September 2020

NATIONAL HOLIDAYS

DATE	PUBLIC HOLIDAYS
<i>October 8th</i>	Independence Day
<i>November 1st</i>	All Saint's Day
<i>December 25th</i>	Christmas
<i>December 26th</i>	St. Stephen's Day
<i>January 1st</i>	New Year's Day
<i>January 6th</i>	Epiphany
<i>April 13th</i>	Easter Monday
<i>May 1st</i>	International Workers' Day
<i>May 31st</i>	Corpus Christi
<i>May 30th</i>	National Day
<i>June 22nd</i>	Anti-Fascist Struggle Day
<i>August 5th</i>	Homeland Thanksgiving Day
<i>August 15th</i>	Assumption of Mary

8. CALENDAR OF EXAM TERMS AND DEADLINES FOR ACADEMIC YEAR 2019/2020.

SUBJECT HOLDER	SUBJECT	Winter examination period		Summer examination period		Autumn examination period	
		1st period	2nd period	3rd period	4th period	5th period	6th period
	I. SEMESTER						
Perišić A.	Statistics	14.02.	28.02.	03.07.	17.07.	28.08.	11.09.
Vukičević, A.	Strategic Management	08.02.	22.02.	02.07.	16.07.	03.07.	17.09.
Lugović G.	Business Ethics and Social Responsibility	04.02.	19.02.	24.06.	09.07.	21.08.	06.09.
Lugović G.	Psychology for Managers	12.02.	26.02.	01.07.	15.07.	02.09.	16.09.
Razović M.	Innovation and Technological Strategies	07.02.	21.02.	01.07.	15.07.	26.08.	09.08.
Kedžo, Z.	Public Speaking and Presentation Skills	04.02.	18.02.	24.06.	10.07.	21.08.	04.09.
Grubišić A.	Cost Management	28.01.	11.02.	08.06.	19.06.	04.09.	18.09.
	II. SEMESTER						
Mikulčić Ž.	Quantitative Methods for Business Decision Making	15.02.	01.03.	02.07.	16.07.	26.08.	09.08.
Krolo Crvelin, A.	Risk Management	14.02.	28.02.	26.06.	10.07.	22.08.	05.09.
Deković Ž.	Operations Management	04.02.	18.02.	15.06.	29.06.	27.08.	10.09.
Lugović G.	Management of Conflict	07.02.	21.02.	27.06.	09.07.	23.08.	04.09.
Mečev. D.	Croatian Economy	05.02.	19.02.	17.06.	01.07.	03.09.	17.09.
Šišara J.	Market Research	30.01.	13.02.	11.06.	25.06.	31.08.	14.09.
Kedžo, Z.	Leadership	13.02.	27.02.	26.06.	06.09.	23.08.	06.09.

	III. SEMESTER	1st period	2nd period	3rd period	4th period	5th period	6th period
Mikulić Ž.	Business Simulations	27.01.	10.02.	08.06.	23.06.	24.08.	07.09.
Lugović G.	Methods of Scientific Research	04.02.	19.02.	24.06.	09.07.	21.08.	06.09.
Buljan Barbača, D.	Management of EU Projects	15.02.	01.03.	01.07.	15.07.	22.08.	05.09.
Žaja, J.	Cost Benefit Analysis	11.02.	25.02.	24.06.	15.07.	02.09.	16.09.
Grubišić, A.	Financial Institutions and Markets	28.01.	11.02.	08.06.	19.06.	04.09.	18.09.
Grubišić, A.	Controlling	28.01.	11.02.	08.06.	19.06.	04.09.	18.09.
Poljičak A.	Public Procurement	06.02.	20.02.	04.07.	18.07.	29.08.	12.09.

9. CURRICULA AND COURSE CONTENT WITH EXPECTED LEARNING OUTCOMES AND BASIC LITERATURE

I. SEMESTER

1. GENERAL INFORMATION			
1.1. Course lecturer	Ana Perišić	1.8. Course code in ISVU	130477
1.2. Course title	Statistics	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 (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , course materials are on-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	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% X More than 20 % □
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 analyze 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> <p>LO 10: To select a research method, conduct market research and interpret the results of the research carried out</p>		

2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)					Level of LO: 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	Constructive allignment					
	no	Thematic unit	LO of the course	Content/teaching methods	Evaluation	Time
	1.	Introduction into 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 tendency, measures of dispersion, asymmetry measures, kurtosis, standardized values, Chebyshev's rule.	1	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.	5h 7h
	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,	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

		Poisson, hypergeometric and uniform distribution.				
6.		Continuous distribution. Gaussian 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
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 colloquia or written/oral exams.	5h 7h
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	5h 7h

					conclusions about the population through colloquia or written/oral exams.		
	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"> • from 0 - 24,9% ECTS credits- are rated F (unsuccessful) and cannot obtain ECTS credits, and must re-enroll in the next academic year; • 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; • more than 50% - students have the right to take the final exam. <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"> 1. Attending classes and exercises 75 hours 2. Preparing colloquia or exams through individual work 105 hours 					

4. GRADING SYSTEM				
4.1. Grading seminar papers				
4.2. Grading colloquia/ written and oral exam	Unsatisfactory	Satisfactory	Above average	
	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	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 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 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	

5. ADDITIONAL COURSE INFORMATION			
	Title	Number of copies in the library	Availability via other media
5.1. Compulsory literature (available in the library and via other media)	Šošić I., Primijenjena statistika, Školska knjiga, Zagreb, 2004. (chapters 1-12)	12	No
	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 Buisness and Economics , Englewood Cliffs: Prentice Hall , 1997 Čizmešija M., Kurnoga Živadinović N., Zbirka riješenih zadataka iz osnova statistike,Mirorad 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 ABOUT THE SUBJECT			
1.1. Title	STRATEGIC MANAGEMENT	1.8. ISVU course code	142638
1.2. Lecturer	Ana Vukičević, Ph.D.	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)	(45+0+15+0)
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%
1.5. Course status (obligatory, optional)	obligatory	1.12. Number of course revisions	2.
1.6. Study year	1	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	Introduce students with crafting and executing strategy		
2.2. Terms of course entry and required competences	Four-year high school education completed; having a qualification at level 4.2		

2.3. Learning outcomes on the study programme level	LO 5 To use planning, organizing, management and control methods on practical examples, analyze the problem and propose appropriate solutions to problem situations					
	LO 13 To analyze new roles of organizations, systems, processes, products and services and quality standards in companies and propose valorisation of new trends in companies and organizations					
	LO 11 To understand specific human resource management processes and propose a proper value system in judgment process and assessment of work achievements and performances					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	1.	analyze new roles of organizations			1,2	
	2.	critically analyze management techniques for strategic crafting and identify modern organization strategies			5,2	
	3.	comment problematic of different organizations' strategies			4,5	
	4.	analyze and to grade organization mission and vision statement.			6	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1	Introduction to course objectives and thematic	-	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	2 hours
		Concepts and techniques for strategic planning	1,6,7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can define strategy , vision and mission.	4 hours
	2.	Management process of building new strategies	1, 6, 7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can define the process of building a new startegie.	4 hours
3.	External environment analysis	1, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam students can define the specifics of external environment analysis and know the different tools used by managers.	4 hours	

	4.	External environment analysis	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam students can define the specifics of external environment analysis and know the different tools used by managers.	4 hours
	5.	Internal operation	1, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam students can define and describe specifics of management of internal operation.	10 hours
	6.	Competition on foreign market	1, 3, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam they can define and explain the specifics of competition in foreign market and which strategic choices to use.	8 hours
	7.	Strategy adoption to specific situation	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam they can define and describe different strategies solution in different situations.	10 hours
	8.	Strategy, ethics and business social responsibility	1, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam they can define ethics and social responsibility. .	4 hours
	9.	Building strong resources	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student	In a colloquy or written and oral exam students can define and describe internal and external resources.	6 hours

				individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.		
	10.	Entrepreneurship strategies	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam students can define and describe entrepreneurship strategies.	8 hours
	11.	Organization culture	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam they can define and describe how organization culture is changes by adopting different strategy.	8 hours
	12.	Management of internal operations	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam students can define and describe management of internal operation.	10 hours
	13.	Organization changes	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam students can define and describe what is organization change and what tools to use.	6 hours
	14.	Diversification	1, 2, 3, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes solve case studies thus presenting the appropriateness of	In a colloquy or written and oral exam they can describe and critically describe the diversification of strategies.	6 s hours

				previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.		
	15.	Concluding Considerations / Repeating and Preparing for Exam.		Listen to the lecture and individual preparation for the exam.		20 hours
3. EVALUATION OF STUDENT WORK						
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"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject. <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		Written exam	2 (by submitting both colloquiums the student is relieved of an written examination)	Project	
	Experimental work		Research	0,5	Practical work	
	Essay		Report		Continuous examination	
	Colloquium	2 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	0,5	Other (inscribe)	
	Class activities		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:					
	Commitment			Hours (estimate)		
	1. Attending classes			20		
	2. Creating and Presenting seminar paper			40		
3. Preparation for the Colloquium / exam through self-study			50			

4. GRADING					
4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average	
	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	Poor	Satisfying	Above average		
	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	Created mental map. 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
	60 – 64,9%	2 (sufficient)	D
	50 – 59,9%	2 (sufficient)	E
5. ADDITIONAL INFORMATION ABOUT THE COURSE			
5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability via other media
	. Thompson, A., Strickland, A.J. i Gamble. J.:Strateški menadžment – u potrazi za konkurentskom prednošću, Mate, 2005, Zagreb.	3	-
5.2. Additional literature (at the moment of changes and/or amended of study programme)			-
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 ABOUT THE SUBJECT			
1.1. Title	BUSINESS ETHICS AND SOCIAL RESPONSIBILITY	1.8. ISVU course code	187552
1.2. Lecturer	MA Gina Lugović, s. 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)	30L+15S
1.4. Study programme (specialist, undergraduate, graduate)	Professional graduate study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , materials available online, 0% of course online.
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1
1.6. Study year	2.	1.13. Modernization	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	5	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	Students acquire knowledge of fundamental theoretical approaches in the field of business ethics and train for the application of moral and ethical principles in business, the application of the concept of social responsibility and the solving of moral and ethical dilemmas.		
2.2. Terms of course entry and required competences	Attendance at lectures, submitted seminar papers.		

2.3. Learning outcomes on the study programme level	LO2. To individually and responsibly search relevant literature for reaching solutions and conclusions				
	LO11. To build a value system in an enterprise based on business ethics principles and socially responsible management				
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>
	1. Explain the links between business ethics and business environment				6
	2. Anticipate and modify problematic situations				5
	3. Analyse and explain the relationship between business ethics and social responsibility				4, 6
	4. Manage systematic knowledge in the field of ethics and social responsibility for further study and analysis of the business environment				6
	5. Plan 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 according to detailed curriculum schedule	Constructive alignment				
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation
		Introduction to the course and a detailed performance plan	-	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-
	1	Defining and explaining business ethics. Business ethics of Enterprises (collective) and professional ethics (individual, members of a particular profession). Ethics, morality, and the codex. Rules of conduct towards clients, colleagues, compliance with regulations in the profession and towards the public.	1, 2, 4, 5	Listen to the lecture and read the literature.	In the written exam they define the business ethics and professional ethics of the individual and certain professions). They define and describe the meaning of ethics, morals and codes. They know how to explain the rules of conduct towards clients and colleagues, and the importance of compliance with regulations in the profession and in the public.
	2.	Basic determinants of ethics and ethical behaviour/morals. Theories, divisions, values, judgement, motivation, behavior, crisis. Etiquette, protocol.	1, 2, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the	In the written exam, they can define the determinants of ethics and ethical behaviour / morality. They define theories and divisions of morality, and describe the values, judgments, motivations, behaviours and crises of ethics. They know how to explain the rules of etiquette and protocol.

				acquired knowledge and their own ideas while discussing problems.		
3.	Ethical business theories. Interpersonal, functional, corporate, professional, managerial, enterprise ethics and employee ethics. Relationship of ethics and organizational culture. Ethics and mass media.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	In the written exam, they can define and describe ethical theories of business, and the relationship of interpersonal, functional, corporate, professional, managerial, entrepreneurial ethics and employee ethics. In the written exam, they can describe the relationship between ethics and organizational culture, and ethics and mass media. Seminar paper created and presented (using computer programs independently).	10 hours	
4.	Ethics and social Responsibility: concept of model, type and level of morality, strategy 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 a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while 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 morale, strategies and management of social responsibility. They can explain the need to protect human rights in a written exam. Seminar paper created and presented (using computer programs independently).	10 hours	
5.	Morality/Ethics of society (policies within social planning 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 a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	In the written exam, they are able to explain policies within social order in relation to manager ethics. Seminar paper created and presented (using computer programs independently).	10 hours	
6.	The morale of the company (theory, Corporate social responsibility, relationship between enterprises and employees).	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	On the written exam, they can explain the morale of the company in relation to theory, corporate social responsibility and the relationship between the company and employees. Seminar paper created and presented (using computer programs independently).	10 hours	
7.	Morality (Code of Ethics) enterprises and States, shareholders, competitors, buyers, company strategy and implementation of ethics in business practices.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	In the written exam they can explain the code of ethics of the company in relation to the state, shareholders, competition, customers, as well as the strategy of the company and the implementation of ethics in business practice. Seminar paper created and presented (using computer programs independently).	10 hours	

	8.	Ethical dilemmas in Business: appearance, analysis and solving of ethical dilemma in business. Ethically and legally?	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	At the written exam, they can explain the ethical dilemmas in business: the emergence, analysis and resolution of ethical dilemmas in business, explain the difference between an ethical and legal way of doing business. Seminar paper created and presented (using computer programs independently).	10 hours
	9.	Violations of ethical norms in business: criminal activity, corruption, neglect of ecological 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 a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	At the written exam they can explain the forms of violation of ethical norms in business: criminal activities, corruption, and give a critical review of neglect of environmental problems and sustainability as well as poverty in the world. Seminar paper created and presented (using computer programs independently).	12 hours
	10.	Ways of conducting ethical behavior in business, checking ethics, applying ethical theories and principles to business bang and relation to business principles for employees.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	On the written exam, they can explain ways to conduct ethical conduct in business, state ethics checks, apply ethical theories and principles to a business flaw, and relate to business principles for employees. Seminar paper created and presented (using computer programs independently).	10 hours
	11.	Implementing ethical principles and social responsibility, creating an ethical organizational climate and culture, the need for ethics of principles, codes and etiquette, regulations.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	In the written exam, they can 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. Seminar paper created and presented (using computer programs independently).	10 hours
	12.	Institutionalizing business ethics: Ethical committees, teaching ethics in management and leadership development programs, factors of increasing ethics in business. Climate and business culture, corporate social responsibility.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	In the written exam, they can 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 business climate and culture. They know how to explain corporate social responsibility. Seminar paper created and presented (using computer programs independently).	10 hours
	13.	Psychological aspects of ethics/morality: basic scientific explanations of moral development	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups,	In the written exam, they can explain the psychological aspects of ethics / morality: basic scientific explanations for moral development and	10 hours

		and learning of morality, positive values.		they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	moral learning and effects (positive values). Seminar paper created and presented (using computer programs independently).	
	14.	Socio-cultural and legal aspects of ethics/morality: Systems of values of different cultures/ethical norms, the influence of the globalisation process to respect ethical norms, equality of business.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	In the written exam, they are able to explain the socio-cultural and legal aspects of ethics / morals: value systems of different cultures / ethics, the impact of globalization processes on respect for ethical standards and business equality. Seminar paper created and presented (using computer programs independently).	14 hours
	15.	Concluding Considerations / Repeating and Preparing for Exam.	1, 2, 3, 4, 5	They listen to a lecture and read literature. In seminar classes, individually, in a couple or in groups, they make a presentation and solve problematic situations, thus showing the acquisition of previously acquired knowledge and presenting the acquired knowledge and their own ideas while discussing problems.	In the written exam they can explain the basic principles of humanistic management, honesty and trust management, socially responsible behavior in local and global business. Seminar paper created and presented (using computer programs independently).	10 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	Attendance in class, the seminar papers.					
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	Project	/
	Experimental work	/	Research	/	Practical work	/
	Essay	/	Report	/	Continuous examination	/
	Colloquium	/	Seminar paper	1	Other (inscribe)	/
	Class activities	/	Oral exam	/	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:					
	Commitment			Hours (estimate)		
	4.	Attending classes		45		
	5.	Creating and Presenting seminar paper		20		
6.	Preparation for the Colloquium / exam through self-study		85			

4. GRADING					
4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average	
	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	Poor	Satisfying	Above average		
	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	Created mental map. 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%
	Oral exam	25 points	30 points	35 points	40 points
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

5. ADDITIONAL INFORMATION ABOUT THE COURSE

	Title	Number of copies in the library	Availability via other media
5.1. Compulsory literature (available in the library and through other media)	1. Bebek, B., Kolumbić, A. (2000). Poslovna etika (Poglavlja: Etika, str. 3-5; Poslovna etika, str 7-18; Bonton 249-302). Zagreb: Sinergija.	3	Available On-line
	2. Jalšenjak, B., Krkač, K. (ur.) (2016). Poslovna etika, korporacijska društvena odgovornost i održivost, Drugo, prepravljeno i prošireno izdanje (Pregled razvoja Utjecaj europskih kultura na poslovnu etiku i korporacijsku društvenu odgovornost, str. 591-603). Zarušteno odgovornog ponašanja, str. 169-192; Temeljna pitanja poslovne etike i etičkih kodeksa, str. 193-212; Temeljna pitanja korporacijske društvene odgovornosti, str. 213- 240; Društveno odgovorno ponašanje i promicanje radnih prava u radnoj okolini, str. 298-321; Društveno odgovorno ponašanje u Republici Hrvatskoj, str. 339 koncepta -362; Obrazac za donošenje moralnih odluka, str. 363-367; Načela odgovornosti u upravljanju ljudskim potencijalima, str. 488-506; Korporacijska društvena neodgovornost, str. 507-516; Zagreb: Mate.	3	Available On-line
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Aleksić, A. (2007): Poslovna etika - element uspješnog poslovanja, Zbornik Ekonomskog fakulteta u Zagrebu, 5, 419-428. 2. Buble, M. (2006): Management, glava IV. Etika i društvena odgovornost menadžmenta, str. 91-106. Split: Ekonomski fakultet u Splitu	2	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 ABOUT THE SUBJECT			
1.1. Title	PSIHOLOGY FOR MANAGERS	1.8. ISVU course code	129875
1.2. Lecturer	MA Gina Lugović, s. 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)	30L+15S
1.4. Study programme (specialist, undergraduate, graduate)	Professional Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , materials available on line, 0% performance courses on line
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	1
1.6. Study year	1 st	1.13. Modernization	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	5	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	<ul style="list-style-type: none"> - Introduction to the basic concepts of psychology underlying relationships. - Adoption of the basic concepts of human relations: <ul style="list-style-type: none"> - the nature of human relationships, social perception, - components of interpersonal relationships, - the attitudes and importance of behavioural attitudes, - stereotypes and prejudices, - forms of social behaviour, - development of morality, - social skills as the foundation of interpersonal relationships, - Conflict and non-violent conflict resolution. - Understanding interpersonal relationships and social skills. - Identifying the causes of conflict and ways of reducing and preventing conflicts. 		

2.2. Terms of course entry and required competences	No input competence.					
2.3. Learning outcomes on the study programme level	LO1. To organize and lead team work, and critically judge the opinions and attitudes of team members					
	LO2. To individually and responsibly search relevant literature for reaching solutions and conclusions					
	LO6. To critically evaluate existing marketing communications and suggest improvements on the concrete business case and develop basic skills of forming integrated marketing communications					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	1. Analyse the quality of communication and create an atmosphere of successful communication in their social / work environment	4				
	2. Manage verbal and non-verbal expression and behaviour - assertive and prosocial	6				
	3. Propose social skills in human relations and reduce conflict	6				
	4. Organize and manage work in a team, and critically weigh the opinions and attitudes of stakeholder team	6				
	5. Suggest ways to resolve conflicts in your social environment	6				
	6. Manage the social skills and social / communication competencies required of a manager	6				
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
		Introduction to the course and a detailed performance plan	-	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	2 hours
	1	Introduction lecture, Concept and content of psychology for managers, Differences between needs and desires, Abandonment and active participation.	1, 2, 3	Listen to the lecture and read the literature.	In the written exam they define the basic concept and content of psychology for managers, to distinguish between needs and desires, the meaning of giving up and active participation, in the work environment.	4 hours
	2.	Interpersonal relationships (the nature of interpersonal relationships, the importance of social perception in the realization of interpersonal relationships).	1, 2, 3	They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they know how to define the nature of interpersonal relationships, and the importance of social perception in achieving interpersonal relationships, in the work environment. Seminar paper created and presented (using computer programs independently).	4 hours

	3.	Interpersonal relationships (components of interpersonal relationships - verbal and nonverbal expression).	1, 2, 3	They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they can define and explain the components of interpersonal relationships: verbal and non-verbal expression, in a work environment. Seminar paper created and presented (using computer programs independently).	4 hours
	4.	Interpersonal relationships (self-expression, assertiveness, active listening, empathy, rules of communication).	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they can define and explain the components of interpersonal relationships: verbal and non-verbal expression, in a work environment. Seminar paper created and presented (using computer programs independently).	10 hours
	5.	The attitudes and importance of behavioral attitudes (formation and attitude component and behavioral role)..	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they know how to define and explain the formation and components of attitude and role in behaviour, and the importance of attitudes to behaviour, in the work environment. Seminar paper created and presented (using computer programs independently).	10 hours
	6.	Attitudes and Importance of Behavioral Attitudes (Mechanisms that Affect the Change of Attitude).	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they are able to define and describe the mechanisms that influence attitude change in the work environment. Seminar paper created and presented (using computer programs independently).	8 hours
	7.	Stereotypes and prejudices, stereotypical influence, and prejudice in interpersonal interaction.	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they are able to define and describe stereotypes and prejudices, and the impact of stereotypes and prejudices on interpersonal interaction, in a work environment. Seminar paper created and presented (using computer programs independently).	10 hours
	8.	Forms of social behavior (prosocial behavior, aggressive behavior).	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam they can define and describe forms of social behaviour (prosocial and aggressive behaviour), in a work environment. Seminar paper created and presented (using computer programs independently).	4 hours
	9.	Forms of social behavior (social inhibition, formation and role in interpersonal relationships).	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and	In the written exam, they can define and describe forms of social behaviour (social inhibition and the formation and role of social inhibition in interpersonal relationships), in the work environment.	6 hours

				present the acquired knowledge and ideas, discuss problems.	Seminar paper created and presented (using computer programs independently).	
10.	Morale (theory).	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they can define and describe theories of moral development in the work environment. Seminar paper created and presented (using computer programs independently).	8 hours
11.	Moral (tolerance).	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they are able to define and describe morale in relation to tolerance in the work environment. Seminar paper created and presented (using computer programs independently).	8 hours
12.	Social skills: the foundation of human relationships (formation of social skills and their role in communication).	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they are able to define and explain social skills as the basis for interpersonal relationships (the way social skills are formed and their role in communication, in the work environment). Seminar paper created and presented (using computer programs independently).	10 hours
13.	Social skills: the foundation of human relationships (social competence).	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they are able to define and describe social competence as a social skill. Seminar paper created and presented (using computer programs independently).	6 hours
14.	The conflict and peaceful conflict resolution.	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. In seminar classes, individually, in pairs or groups, they demonstrate the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	In the written exam, they can define and describe conflict and non-violent conflict resolution, for example from a work environment. Seminar paper created and presented (using computer programs independently).	6 s hours
15.	Repetition. Instructions for exam. Signatures.	6		Listen to the lecture and individual preparation for the exam.		20 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations

Full-time students are required to attend a minimum of 70% of lectures and a part-time minimum of 30% of lectures. All students are required to select topics, create, present and defend two seminar papers (one with Croatian and the other with English used literature; submit in text and present; seminar paper consists of a minimum of 10 pages: cover, content, introduction, paper, conclusion Seminars cover the theoretical content of the course as preparation for the written examination Seminar papers are sent for review by e-mail (gina@vus.hr) Students are advised to attend the consultation at the time of the consultation or for some the second term.
Teaching information and teaching materials are available on the website of the Polytechnic (<http://www.vus.hr>).

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	Project	/
	Experimental work	/	Research	/	Practical work	/
	Essay	/	Report	/	Continuous examination	/
	Colloquium	/	Seminar paper	1	Other (inscribe)	/
	Class activities	/	Oral exam	/	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:					
	Commitment			Hours (estimate)		
	1. Attending classes				45	
	2. Creating and Presenting seminar paper				20	
3. Preparation for the Colloquium / exam through self-study				85		
4. GRADING						
4.1. Seminar paper grading	Valuation Element	Poor		Satisfying		Above average
	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	Poor		Satisfying		Above average	
	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	Created mental map. 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		
	60 – 64,9%		2 (sufficient)	D		
	50 – 59,9%		2 (sufficient)	E		
5. ADDITIONAL INFORMATION ABOUT THE COURSE						
5.1. Compulsory literature (available in the library and through other media)	Title				Number of copies in the library	Availability via other media
	1. Penington, D. (1997). Osnove socijalne psihologije, Poglavlje 3: Socijalizacija II, str. 57-81, Poglavlje 4. Stavovi i promjena stava, str. 82-107; Poglavlje 5: Predrasude i sukobi, str. 108-133; Poglavlje 6. Socijalna spoznaja I, str. 134-162; Poglavlje 7: Atribucijski pristup, str. 163-185; Poglavlje 10: Društveni utjecaj, str. 244-271; Poglavlje 11: Grupe i grupni uradak, str. 272-302. Jastrebarsko: Naklada Slap.				5	
2. Knapp, M. L., Hall, J. A. (2010). Neverbalna komunikacija u ljudskoj interakciji, Prvi dio, str. 1-3, 5-17; str. 71-96; Drugi dio: str. 143-167. Jastrebarsko: Naklada Slap.				5		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Yukl, G. (2008). Rukovođenje u organizacijama, 2. poglavlje: priroda rukovoditeljskog posla, str. 23-50; 7. poglavlje: Osobine, sposobnosti i vještine rukovoditelja, str. 179-212; 13. poglavlje: Razvoj rukovoditeljskih sposobnosti i vještina, str. 382-412. Jastrebarsko: Naklada Slap. 2. Bhagoria, A. (2012). Managing Business Through Human Psychology. http://www.free-ebooks.net/ebook/Managing-Business-Through-Human-Psychology-A-Handbook-for-Entrepreneur/pdf/view				5 pdf	Available On-line

<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:</p> <ul style="list-style-type: none"> - 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. <p>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 ABOUT THE SUBJECT		
1.1. Title	Innovation and technology strategicals	1.8. ISVU course code
1.2. Lecturer	dr. sc.Mili Razovic, Associate professor.	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)
1.4. Study programme (specialist, undergraduate, graduate)	Professional Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)
1.5. Course status (obligatory, optional)	Electoral	1.12. Number of course revisions
1.6. Study year	1 st	1.13. Modernization
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements

2. COURSE DESCRIPTION						
2.1. Course objectives	<p>The aim is that student, based on theoretical knowledge and case studies, be able to:</p> <ul style="list-style-type: none"> • Define basic ecological and environmental concepts; • Understand problems in their own environment (in traffic and / or in the work environment) to independently manage the environment in a way that minimally affects the state and components of the environment in terms of sustainable development; • Learn to identify the damage that traffic or traffic system participants can cause to natural ecosystems; • Apply the learned content of this course in business practice. 					
2.2. Terms of course entry and required competences	Four-year high school education completed; having a qualification at level 4.2					
2.3. Learning outcomes on the study programme level	LO1. To apply and link professional terms from technology and organization of road traffic in written and oral communication with the professional public in Croatian and English.					
	LO3. To individually and responsibly search, interpret and integrate the relevant literature needed to make decisions.					
	LO4. To apply knowledge from the field of natural and technical sciences to problems in road traffic.					
	LO6. To analyze and present relevant facts from the field of traffic needed to reach conclusions.					
	LO11. To identify, predict and propose solutions in road traffic technology and technique.					
	LO13. To track trends in the development of technique, technology and safety in traffic.					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)					
	1. to demonstrate knowledge and understanding of the content of the course by defining and describing fundamental concepts of modern technology and innovation,					
	2. to analyze and compare the relationship between man and his the economic system in the application of innovation and technological advancements,					
	3. It will also provide an example of the impact of innovation and modern technologies on social and economic development.					
	4. Give an example of measures how to reduce negative impacts modern technologies to the economy and the environment.					
	5. Discuss and critically evaluate on the activity on social and economic development,					
	6. Use materials and tools to search scientific and professional literature in Croatian and in English,					
	7. Present accepted knowledge, ideas, problems and solutions independently and in the team.					
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1.	Introduction to the course and a detailed performance plan	-	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	3 hours

		The importance of technology and knowledge innovation	1, 6, 7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students define fundamental importance of technology and knowledge innovation.	3 hours
	2.	Classification of innovations	1, 6, 7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can name, distinguish of classification of innovations.	3 hours
	3.	Research and development of the basic of innovation sources	1, 6, 7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can define and describe the role of research and development of the basic of innovation sources.	3 hours
	4.	The Market realization of innovations	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually, in pairs or Socrates threes made mental map and solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquy or written and oral exam students can define what the market realization of innovations.	3 hours
	5.	Innovation management	1, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database 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. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can define and describe the innovation management	3 hours
	6.	The External sources of innovation; Improvement innovations.	1, 3, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database 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. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam they can define and describe types of the external sources of innovation and improvement innovations. Created and Presented seminar paper (by independent use of computer programs).	3 hours
	7.	Creative thinking and innovations; The proces of creative thinking.	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database and based on it and read literature students write	In a colloquy or written and oral exam they can define and describe the material, role of creative thinkings and innovations and the process of creative thinking. Created and Presented seminar paper (by independent use of computer programs).	3 hours

				seminar paper thus presenting the acquired knowledge and making their own ideas, and ways to solve problems. Methods of brain storm and discussion on the exposed topic is applied in the whole group.		
	8.	Enterpreneurial atmosphere and creative teamwork in creating innovations	1, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and network. Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database 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. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam they can define and describe the enterpreneurial atmosphere and creative teamwork in creating innovations.. Created and Presented seminar paper (by independent use of computer programs).	3 hours
	9.	Inventive organization; Enterpreneurial enterprise; The measuring innovation success.	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database 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. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can define and describe inventive organization and enterpreneurial enterprise. Created and Presented seminar paper (by independent use of computer programs).	3 hours
	10.	Innovation as a managerial proces	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar, students solve the case study.	In a colloquy or written and oral exam students can define and describe the basic concepts of inovation as a managerial proces .	3 hours
	11.	Innovation strategy and associated risks	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. At the seminar, students solve the case study.	In a colloquy or written and oral exam they can define and describe the innovation strategy and associated risks. Solved case study	3 hours
	12.	The managing the R&D department	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. They use multimedia and network. Listen to the lecture and read the literature.	In a colloquy or written and oral exam students can define and describe the underlying concepts of the managing the R&D department. Created and Presented	3 hours

				At the seminar student individually explore the content of this topic area by searching the database 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. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	seminar paper (by independent use of computer programs).	
	13.	The development of new product; The development of new services.	1, 2, 3, 4, 5, 6, 7	Listen to the lecture and read the literature. Listen to the lecture and read the literature. At the seminar student individually explore the content of this topic area by searching the database 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. Methods of brain storm and discussion on the exposed topic is applied in the whole group.	In a colloquy or written and oral exam students can define and describe the underlying concepts of the development of new products and new services.. Created and Presented seminar paper (by independent use of computer programs).	3 hours
	14.	The selecting of concept of new product innovation and new service.	1, 2, 3, 5, 6, 7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam they can describe and critically evaluate the selecting of concepts of new products innovations and new services.	3 s hours
	15.	Concluding Considerations / Repeating and Preparing for Exam.		Listen to the lecture and individual preparation for the exam.		3 hours

3. EVALUATION OF STUDENT WORK

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"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject. <p>Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, creating mental map, solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, creating mental map, solving case studies, creating and presenting the seminar paper) and passing the exam (written and oral exam).</p>
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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		Written exam	2 (by submitting both colloquiums the student is relieved of an written examination)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	0,5	Other (inscribe)	
	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:					
	Commitment			Hours (estimate)		
	1.	Attending classes		45		
	2.	Creating and Presenting seminar paper		10		
	3.	Preparation for the Colloquium / exam through self-study		65		

4. GRADING

4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average
	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	Poor		Satisfying		Above average	
	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		Created mental map. 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	
	60 – 64,9%		2 (sufficient)		D	
	50 – 59,9%		2 (sufficient)		E	
5.1. Compulsory literature (available in the library and through other media)	Title					Number of copies in the library
	1. F.Trias de Bes I PH. Kotler; (2016) Inovacijom do pobjede – model od A do F ; Školska knjiga , Zagreb (5 copy) 2. R.D.Atkinson I S.J. Ezell ; (2014) Ekonomika inovacija -utrka za globalnu prednost; MATE , Zagreb 3. M. Razović ; (2017) Inovacije Itehnološke strategije, skripta-predavanja. (CD)					5

5.2. Additional literature (at the moment of changes and/or amended of study programme)		5 2
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<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.</p> <p>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>	
5.4. information on the course and contact with the teacher	<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 COURSE			
1.1. Course title	Public speaking and presentation skills	1.8. Course code within the ISVU	
1.2. Course Leader	Zdravko Kedžo, Sc.D., lecturer	1.9. Course code within the MOZVAG	
1.3. Associates	none	1.10. Student engagement hours (number of lessons - lectures + practical work + seminars + e-learning)	(15+15+15+0)
1.4. Type of program	Professional Graduate Professional Study of Management	1.11. Level of e-learning (Level 1, 2, 3), Online percentage of the course (max. 20%)	Level 1 - materials available online, 0%
1.5. Course status (compulsory, optional)	Optional	1.12. Current number of changes and/or additions to the course specification	
1.6. Year of studies	First year	1.13. Modernization	<input checked="" type="checkbox"/> yes • no
1.7. Credits (ECTS)	4	1.14. Estimated percentage of changes and/or amendments to the course programme	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>

COURSE DESCRIPTION

2.1. Course aims and objectives	<p>The objective: based on theoretical knowledge and case studies, by the end of the course students should be able to: acquire knowledge on key aspects of contemporary internal and public communication; in the course special attention will be paid to psychological and pragmatic aspects of public speaking, as well as the most common mistakes in public speaking and presenting, i.e. how to successfully apply certain competencies and skills in practical business situations.</p> <ul style="list-style-type: none">• Define key terms, specific qualities, theoretical and practical sources of public speaking• Understand both the theory and practice of communicating in the media, including exercises for interactive and practical training and acquiring knowledge on different presentation techniques and tools; students will practice them in order to become more effective and more persuasive presenters;• Overcome anxiety and stage fright, gain confidence in public speaking and presenting; students will be introduced to the most important aspects of verbal and non-verbal communication, as well as their correlation• Apply the knowledge gained in the course in a practical business setting.
2.2. Admission requirements and entry-level competences needed for the course	Bachelor's degree
2.3. Learning outcomes in line with the programme the course contributes to	LO1: Use and connect technical terms regarding public speaking in written and oral communication with the professional public in both Croatian and English.
	LO2: Independently and responsibly research, interpret and integrate relevant literature necessary for making conclusions.
	LO3: Apply knowledge from social and communication sciences to various presentation skills.
	LO4: Analyse and interpret relevant facts regarding public speaking in order to make conclusions.
	LO5: Identify, anticipate and suggest solutions for an improved and more effective application of different public speaking models.
	LO6: Follow trends in public speaking and presentation skills in all forms of public activities.

2.4. Intended learning outcomes (4-10 learning outcomes)	Learning outcomes according to Bloom’s taxonomy: (max. two verbs per learning outcome)					Learning outcome levels: 1- remembering, 2- understanding, 3- applying, 4- analysing, 5- evaluating, 6- creating
	1.	Describing and explaining definitions, principles, competencies and models of contemporary communication activities, communication contents and presentation skills				1, 2
	2.	Analysing and applying interpersonal communication and public speaking				2, 3
	3.	Identifying, analysing, discovering and evaluating the correct and incorrect structure and sequencing of an effective presentation, as well as the rules for clear, concise and persuasive arguments				4, 5
	4.	Analysing the audience and its expectations, as well as acquiring skills for overcoming anxiety and stage fright;				3
	1.	Recognising the most common mistakes in public speaking and avoiding them;				6
	6.	Assessing and applying chosen models of public speaking and presenting to a “tough audience”.				5,6
2.5. Detailed course syllabus according to the schedule	Constructive alignment					
	No.	Topic	Course learning outcomes	Content/teaching method	Assessment scheme	Necessary time
	1.	Introduction to the course and the detailed implementation plan.	-	Students listen to the lecture.	-	2 classes
		Basic principles and models in communication sciences; types of messages;	1,	Students listen to the lecture and read the required reading.	In a midterm or a written or oral exam students define key terms. They describe the position and the role of communication science, identify and describe types of messages and models of public communication.	4 classes
2.	Preparation rules for public speaking and presenting.	1,	Students listen to the lecture and read the required reading.	In a midterm or a written or oral exam students can list, identify and give an example of (un)successful public speaking due to (in)adequate preparations.	4 classes	

	3.	Analyzing the audience and its expectations.	1, 2	Students listen to the lecture and read the required reading.	In a midterm or a written or oral exam students can define and describe the importance of audience analysis, as well as how to modify their presentations skills in order to accommodate the message recipients' abilities.	4 classes
	4.	Overcoming anxiety and stage fright	3, 4	Students listen to the lecture and read the required reading. In a seminar discussion students, both individually and in pairs, solve case studies, thus demonstrating they have acquired knowledge, which they present together with their own ideas and discuss problems.	In a midterm or a written or oral exam students can define what is stage fright and how it originates, what are the most effective ways to overcome it, as well as why and to which extent the public speaking anxiety is justified. They also solve case studies.	10 classes
	5.	Gaining confidence in public speaking	3,4	Students listen to the lecture and read the required reading. In a seminar discussion students, both individually and in groups, research the content of this topic. Based on the research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems.	In a midterm or a written or oral exam students can define and describe key terms and the skills for gaining confidence in public speaking. They write and present a seminar paper (by using computer programmes independently).	10 classes
	6.	Correct ways of speaking and body language in public speaking	2,3,4	Students listen to the lecture and read the required reading. In a seminar discussion students research the content of this topic. Based on the research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas.	In a midterm or a written or oral exam students can define, describe and present the most important features of verbal and non-verbal communication in public speaking and presentation skills. They write and present a seminar paper (by using computer programmes independently).	8 classes
	7.	Verbal tools in a presentation. Voice as a tool in public speaking and presenting.	3, 4, 5	Students listen to the lecture and read the required reading. In a seminar students individually research the content of this topic in a data base. Based on the research and the required reading they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems.	In a midterm or a written or oral exam students can define and describe the features and types of verbal public speaking, as well as list and describe all features and potential weaknesses of using the voice as a powerful tool in all types of verbal public speaking. They write and present a seminar paper (by using computer programmes independently).	10 classes

	8.	Structure and sequencing of effective presentations - rules for giving clear and persuasive arguments.	3, 4, 5	Students listen to the lecture and read the required reading. In a seminar students research the content of this topic. Based on the research they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems.	In a midterm or a written or oral exam students can define the structure of public speaking, as well as the rules for sequencing. They can describe rules necessary for clarity and persuasiveness in conveying messages. They write and present a seminar paper (by using computer programmes independently).	4 classes
	9.	Most common mistakes in public speaking.	4, 5	Students listen to the lecture and read the required reading. In a seminar discussion students, both individually and in groups, research the content of this topic. Based on the research they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems.	In a midterm or a written or oral exam students can identify, define and describe the most common mistakes in public speaking, as well as their most common reasons and solutions to avoid them. They write and present a seminar paper (by using computer programmes independently).	6 classes
	10.	Appropriate looks in public speaking. Presentation aids.	4, 5	Students listen to the lecture and read the required reading. In a seminar students solve case studies.	In a midterm or a written or oral exam students can define and describe key terms in set standards and official rules regarding the dress code, make up and general appearance suitable for different types of public speaking. Furthermore, they need to distinguish how appropriate different aids are as tools for presenting.	8 classes
	11.	How to deal with a “tough audience”.	4, 5, 6	Students listen to the lecture and read the required reading. In a seminar students solve case studies.	In a midterm or a written or oral exam students can define and describe key terms regarding the types and characteristics of different audiences, as well as anticipate their possible behaviour as message recipients in the context of public speaking. They also solve case studies.	8 classes

	12.	Pubic speaking in the media.	5, 6	Students listen to the lecture and read the required reading. They use multimedia and the Internet. In a seminar students individually research the content of this topic. Based on the research they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems.	In a midterm or a written or oral exam students can define and describe key terms regarding media space, as well as ways, models and rules of public speaking within the "media time". They write and present a seminar paper (by using computer programmes independently).	10 classes
	13.	Public speaking - a talent or an acquired skill.	4, 5, 6	Students listen to the lecture and read the required reading. In a seminar students, both individually and in groups, write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems.	In a midterm or a written or oral exam students can define and describe key terms, as well as distinguish between the elements of acquired trade skills and commonly wrong assumptions on talent being the only and most important element of presentation skills. They write and present a seminar paper (by using computer programmes independently).	6 classes
	14.	Public speaking in a social, arts, business and political context.	5, 6	Students listen to the lecture and read the required reading.	In a midterm or a written or oral exam students can describe and critically form a judgement on the importance and the success of public speaking and presentation skills in particular, within the listed contexts, as well as many other social and business settings.	6 classes
	15.	Conclusions / Revision and exam preparation.		Students listen to the lecture and prepare for the final exam individually.		20 classes

3. ASSESSMENT SCHEME

<p>3.1. Student requirements</p>	<p>In line with the <i>Regulations on studying</i> and the <i>Regulations on assessing and grading student work</i>: all full-time students have to attend at least 70% of the classes. All part-time students have to attend at least 50% of the lectures. All students have to write and present a seminar paper, as well as pass the midterm.</p> <p>Students who have during the classes received:</p> <ul style="list-style-type: none"> • From 0 – 24.9% ECTS points - will receive a grade F (fail) and cannot get the ECTS points, and need to retake the course in the next academic year; • From 25 – 49.9% - will receive a grade FX (fail), and need to take and pass a written exam. The written exam can be taken during the regular or additional examination dates; • More than 50% - students have the right to take the final exam. <p>Students can pass the final exam in two ways: a) during classes after being continuously monitored (active class participation, making a mind map and solving case studies, writing and presenting a seminar paper and passing two midterms); b) during classes (active class participation, making a mind map and solving case studies, writing and presenting a seminar paper) and passing the exam (both written and oral parts).</p>													
<p>3.2. Monitoring students' work (fill in ECTS points for each activity, so the sum equals the total ECTS course score)</p>	Attendance		Written exam	2 (excluding the midterm)	Project									
	Experimental work		Research		Practical work									
	Essay		Term paper		Continuous assessment									
	Midterms	3 (excluding the written and oral exam)	Seminar paper	0.5	(other)									
	In-class activities	0.5	Oral exam	1 (excluding the midterm)	(other)									
<p>3.3. Student workload</p>	<p>Based on this the student workload equals 30 hours of work per semester for 1 ECTS point, and the estimate includes:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">Obligation</td> <td style="text-align: right;">Hours (an estimate)</td> </tr> <tr> <td>Class attendance</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Seminar paper and presentation</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Preparing for midterms/the exam through independent revision</td> <td style="text-align: right;">65</td> </tr> </table>						Obligation	Hours (an estimate)	Class attendance	45	Seminar paper and presentation	10	Preparing for midterms/the exam through independent revision	65
Obligation	Hours (an estimate)													
Class attendance	45													
Seminar paper and presentation	10													
Preparing for midterms/the exam through independent revision	65													

4. GRADING					
4.1. Grading a seminar paper	Assessment element	Unsatisfactory	Satisfactory	Above average	
	<p>Organisation The paper is not organised in a logical sequence and lacks structure. The paper is well-structured, with a clear introduction, the main part of the text and the conclusion.</p> <p>Terminology, writing style Words and terms are not in line with the official terminology. The writing style is not appropriate, sentences are too long, with modest vocabulary and many grammar mistakes. The paper is well-structured, with a clear introduction, the main part of the text and the conclusion, with an excellent logical connections between all parts.</p> <p>Quoting and referencing Sources are not listed. References are not in line with the topic and demonstrate a superficial research approach. Words and terms are in line with the official terminology. The writing style is appropriate, sentence structure is clear, vocabulary is appropriate and there are few grammar mistakes. Words and terms are in line with the official terminology and demonstrate that the student understands their meaning. The writing style is excellent, sentences are clear and concise, vocabulary is rich and there are no grammar mistakes.</p> <p>Sources are listed, but incomplete and contain mistakes. References are in line with the topic and demonstrate a satisfactory research approach. Sources are listed correctly, completely and consistently. References are appropriate, their list is long and comprehensive, and demonstrates a thorough research approach.</p>				
4.2. Grading a midterm / written and oral exams		Unsatisfactory	Satisfactory	Above average	
	<p>The student answers questions from memory, without a deeper understanding. They don't know nor use key terms and concepts. They can't apply nor give examples of course contents. The student can reproduce key terms and new knowledge easily, understands the course matter, explains terms and concepts using examples. The student can analyse, synthetize and evaluate the knowledge. They notice regularities, explain the course matter correctly and thoroughly, and can logically connect and explain terms and concepts using examples. They find solutions that have not been offered before. They notice a correlation with related matter.</p>				
4.3. Forming the final grade according to assessment elements	Active attendance	70-75% attendance	76-86% attendance	87-100% attendance	Drawn mind 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
	Midterm / Written exam	2	3	4	5
		50-64.9%	65-79.9%	80-89.9%	90-100%
	Oral exam	25 points	30 points	35 points	40 points
		2	3	5	5
	25 points	30 points	35 points	40 points	

4.4. Forming the final grade based on absolute distribution	Percentage of acquired knowledge, skills and competencies (classes + final exam) 90 – 100% 80 – 89.9% 65 – 79.9% 60 – 64.9% 50 – 59.9%	Numerical grade 5 (excellent) 4 (very good) 3 (good) 2 (satisfactory) 2 (satisfactory)	ECTS grade A B C D E
5. ADDITIONAL INFORMATION			
5.1. Required reading (available in a library or through other media)	<p style="text-align: center;">Title</p> <ol style="list-style-type: none"> 1. Španjol Marković, M.: Moć uvjeravanja, Profil, Zagreb, 2008 2. Leinert Novosel, S.: Komunikacijski kompas, Plejada, Zagreb, 2013 3. Kedžo, Z.: Materijali s predavanja 	Number of library copies	Availability in other media Available online
5.2. Additional reading (at the time of submitting changes to the course)	<ol style="list-style-type: none"> 1. Pease, A.: Govor tijela, Založba-Mladinska knjiga, Zagreb/Ljubljana, 1991 2. Conger, J. A.: Necessary Art of Persuasion, Harvard Business Review, 1998 		Available online
5.3. Ways of monitoring quality assuring the acquirement of outcome knowledge, skills and competencies	<p>Quality control of students' performance and the acquisition of necessary knowledge and skills will be ensured through interactive work. Keeping records on student attendance and participation in the course, as well as acquiring information on student progress by means of midterm exams, the teacher is going to acquire necessary information for further instructions to be given to students, with the aim of increasing their efficiency. Students will be informed on their rights and obligations, as well as learning methods and required reading.</p> <p>Quality assurance indicators: student survey, monitoring annual data issued by the Croatian Employment Service on student employment, employer and the Alumni Association surveys.</p>		
5.4. Getting informed on the course and contacting the teacher	<p>Each student is obliged to regularly get informed on the course, the classes and in-class activities. All information regarding the classes or their potential postponement will be published on e-learning course pages, as well as on College website. Students can contact teachers during office hours (at least an hour a week), for shorter questions and explanation they can ask the teacher in class. Questions can also be asked in an e-mail (from an official e-mail address using the domain @vus.hr), to which a reply will be sent as soon as possible (no later than five working days after the e-mail was received).</p>		

2. GENERAL INFORMATION			
1.1. Course lecturer	Anita Grubišić	1.8. Course code in ISVU	
1.2. Course title	Cost managemet	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates	Guest lecturers	1.10. Forms of teaching (number of hours Lecturing +Practical exercises + Seminars + e learning)	30 P + 15 P
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Management	2.10.1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , course materials are on-line, 0%
1.5. Course status (obligatory, optional)	Optional	2.11.1.12. Number of course revisions	2
1.6. Year of study	1	1.13. Modernization	Yes
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X <input type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	Cost management in enterprises, cost schedule and carriers, and recording costs and expenditures by classic and contemporary methods of calculation.		
2.2. Terms of course entry and required competences	No conditions		
2.3. Learning outcomes on the study programme level	<p>To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages.</p> <p>To analyze business environment, distinguish the company's competitive advantages and propose different business strategies to achieve the company's goals</p> <p>To analyze 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>To apply and valorize qualitative and quantitative methods of business decision-making in solving economic and managerial problems through program support</p> <p>To suggest decisions on production, operations, flows, capacities, costs and processes using analysis and monitoring of achieved indicators and results.</p>		

2.4. Expected learning outcomes on the course level	Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)				Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis	
	Evaluate how managers use accounting information to create value in organizations. Explain how the costs are presented in the financial statements. Understand the assumptions and limitations of CVP analysis. Understand the reasons for the estimation of fixed and variable costs, and explain how the basic cost system works. Understand Ethical Issues in Business Costs. Analyse the accounting choice between FIFO, LIFO and weighted average cost. Compare the cost of products based on activities with traditional methods. Understand the role of the budget in the organization's overall plans.				4,5 4,5 3,4 5,6	
2.5. Course content according to detailed curriculum schedule	Number	Thematic unit	LO of the course	Content/teaching method	Evaluation	Duration
	16.	Introductory lecture. Place, role, content, function of managerial accounting.	1,2,3,4	They listen to a lecture and read literature. They work on their own and in team workouts.	On the written and oral exam they define the basis of internal calculation.	8
	17.	Education for Accounting Profession. Informatization of internal calculation.	1,2,3,4	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to distinguish between types of expenses.	8
	18.	Costs. Cost classification.	1,2,3,4	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to analyse and evaluate the costs and the way of recording and monitoring the costs.	8
	19.	Accounting cost tracking.	1,2,3,4	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to apply cost calculation.	8
	20.	Costs in internal accounting.	4,5,6	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize the features of classic and modern cost calculations.	8
	21.	Particularities of classical and modern cost accounting.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	On the written and oral exam they know how to evaluate and synthesize the impact of inventory methods on business results.	8
	22.	Influence of inventory conversion method to business result	4,5,6	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize the business plan of the company.	8

	23.	Contents and design of a company's business plan.	4,5,6	They listen to a lecture and read literature. They work on their own and in team workouts.	In both the written and oral exam, they can evaluate and synthesize accountability accounting and flexible budgeting.	8
	24.	Accountability and Flexible Budgeting.	4,5,6	They listen to a lecture and read literature. They work on their own and in team workouts.	They are able to evaluate and synthesize transfer prices and their implications in written and oral examinations.	8
	25.	Accounting standards and reporting harmonization. Transfer prices and their accounting and tax implications.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	.In the written and oral exam they know how to evaluate and synthesize cash flow management as a basis for short-term business decision-making.	8
	26.	nformation base for short-term business decision-making. Cash flow management.	4,5,6	They listen to a lecture and read literature. They work on their own and in team workouts.	On the written and oral exam they know how to evaluate and synthesize strategic accounting instruments.	8
	27.	Strategic Accounting. Instruments of strategic accounting.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize information for long-term business decision-making.	8
	28.	Information base of long-term business decision-making.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize public sector management accounting.	8
	29.	Public sector management accounting.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize the application of cost management to the overall business of the company.	8
	30.	Repetition. Exam instructions. Signatures.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam, they know how to synthesize and evaluate - cost management methods, for example in practice.	8

3. EVALUATION OF STUDENTS` WORK

3.1. Students` obligations	Attendance (in accordance with the Rulebook on Studying) and the preparation of homework assignments are required for signature.					
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		Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	1
	Colloquium		Seminar paper	1	Other	
	Class activity	0,5	Oral exam	1	Otheer	

3.3. Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: <ol style="list-style-type: none"> 3. Attending classes and exercises 45 hours 4. Preparing colloquia or exams through individual work 75 hours 											
4. GRADING SYSTEM												
4.1. Grading seminar papers	-											
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average							
	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	Active course attendance		70-75% of attendance		76-86% of attendance		87-100% of attendance		Max. Points			
			4 points		7 points		10points		20 points			
	Seminar paper											
					2		3		4		5	
	Colloquia/ Written exam		50-64,9%		65-79,9%		80-89,9%		90-100%			
					41points		53 points		65 points		72 points	
	Oral exam		2		3		4		5			
					9 points		12 points		15 points		18 points	
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					

5. ADDITIONAL COURSE INFORMATION			
5.1. Compulsory literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. grupa autora: Upravljačko računovodstvo, RIF, Zagreb, 2011.		YES
5.2. . Additional literature (at the moment of changes and/or amended of study programme)	1. Lanen, W.N. & Anderson, S.W. & Maher, M.W., Fundamentals of cost accounting, Third Edition, 2014, by The McGraw-Hill – PPP 2. Belak, V., Menadžersko računovodstvo, RRIF, Zagreb, 1995. 3. Grubišić, A.; Analiza poslovanja, skripta, Veleučilište u Šibeniku, 2010.	2	
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<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.</p> <p>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>		
5.4. Informing about the course and contacting the teacher	<p>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).</p>		

II. SEMESTAR

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	QUANTITATIVE METHODS FOR BUSINESS DECISION-MAKING	1.8. ISVU course code	129870, 202133 (M31, M31-I)
1.2. Lecturer	Želimir Mikulić	1.9. MOZVAG course code	
1.3. Assistants and/or associates	Ana Perišić	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)	Professional Graduate Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	2 nd – materials available on-line (video lectures), simulation tools 20%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2.
1.6. Study year	2	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 introduce students to various types of problems that occur in business decision making. Get to know and learn how to use quantitative methods for selecting and optimizing business decisions. Students will learn to build and solve mathematical models of various problems, select criteria for making business decisions and analyse sensitivity of selected solutions.		

2.2. Terms of course entry and required competences	Completed Statistics Collegium					
2.3. Learning outcomes on the study programme level	LO2. To individually and responsibly search relevant literature for reaching solutions and conclusions..					
	LO3. To individually and responsibly search, interpret and integrate the relevant literature needed to make decisions.					
	LO5. 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.					
	LO7. To apply and valorize qualitative and quantitative methods of business decision-making in solving economic and managerial problems through program support					
	LO13. To suggest decisions on production, operations, flows, capacities, costs and processes using analysis and monitoring of achieved indicators and results					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	1. to plan the conduct of an operational research, evaluate the required resources and time, and lead an operational research team,				4,5	
	2. to identify and classify problems: linear programming, nonlinear programming, integer and mixed programming, transport, network, deterministic and stochastic dynamic programming problems,				4,5	
	3. To build a mathematical model of linear optimization problems.				4,5	
	4. Using the program support to solve the problems of linear optimization and evaluate the reliability of the results based on the sensitivity analysis.				5,6	
	5. Develop transport and assignment problem models, review their validity, and choose when it is more convenient to deal with other methods.				4,5	
	6. Identify network optimisation models: Apply basic algorithms and methods to resolve network optimisation problems.				4,5	
	7. Design a model for process control and to select the optimal savings by cutting in cases of breaking deadlines.				4,5	
	8. Recommend optimal business decision choices using deterministic and stochastic dynamic programming methods.				4,5	
	9. Design decision trees for evaluating decisions and calculate the value of information.				5	
10. Critically evaluate decision modelling settings and get results to avoid bias and standard error.				5,6		
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1	Introduction to Quantitative Methods.	1,2	Listen to the lecture.	Evaluate solutions of assignments on written exam/colloquium	2 hours

	2.	Linear problems, mathematical model and geometric visualization.	1,2,3	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium	10 hours
	3.	Simplex Method, theoretical basis and solving method	2,3,4	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium	12hours
	4.	Post-optimal analysis, sensitivity and shadow price	2,3,4	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	14 hours
	5.	Special cases of linear problems, transport problems	2,3,4	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	6.	Directed simplex method for transport problems. Problem of assignment.	2,3,5	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	7.	Network Models: Minimum Tree Problem, Shortest Way, Maximum Flow	2,3,4,5	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	8.	Network Models for Project Management.	2,3,4,5,6	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	9.	Integer programming.	2,3,4,5,6,7	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	12 hours
	10.	Dynamic Programming	2,3,4,8	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
		11.	Stochastic Dynamic Programming.	2,3,4,8	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.
12.		Decision-Making Theory: Decisions Tree.	2,3,4,9	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	8 hours
13.		Decision-Making Theory: The value of information	2,3,4,9	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	12 hours
14.		Behavioural economics. Prejudices and misconceptions of using quantitative methods.	1,2,3,4,10	Listen to the lecture, solving assigned problems and read the literature.	Evaluate answers to the problem questions during oral exams.	6 hours
15.		Problem analysis, model selection and solving methods.	1,2,3,4,10	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate answers to the problem questions during oral exams.	12 s hours

3. EVALUATION OF STUDENT WORK

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"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject. <p>Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, creating mental map, solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, creating mental map, solving case studies, creating and presenting the seminar paper) and passing the exam (written and oral exam).</p>
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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	2	Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	2 (by submitting both colloquiums the student is relieved of a written examination)	Seminar paper		Other (inscribe)	
	Class activities	0,5	Oral exam	1,5	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:	
	<i>Commitment</i>	<i>Hours (estimate)</i>
	7. Attending classes (including lectures and exercises)	75
	8. Preparation for the lectures and exam through self-study	105

4. GRADING					
4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average	
4.2. Colloquium / exam grading	Poor	Satisfying		Above average	
	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.	
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-74,9% of attendance	75-79,9% of attendance	80-89,9% of attendance	90-100% of attendance
		2 points	5 points	10 points	20 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	

5. ADDITIONAL INFORMATION ABOUT THE COURSE			
	Title	Number of copies in the library	Availability via other media
5.1. Compulsory literature (available in the library and through other media)	3. Hillier F., Lieberman G. : Introduction to operations Research, McGraw Hill 8th ed. 2005, 8th Ed.	1	Available On-line
	4. Ragsdale C. : Spreadsheet Modeling & Decision Analysis: A Practical Introduction to Management Science, Thompson South Western, 5th Ed.	1	Available On-line
5.2. Additional literature (at the moment of changes and/or amended of study programme)	3. Waters D.: Quantitative Methods for Business, FT Prentice Hall, 5rd Ed.	1	Available On-line
	4. Winston W., Albright C.Ā Practical Management Science, South Western 3 rd Ed.	1	Available On-line
	5. Bradley, Hax, and Magnanti : Applied Mathematical Programming, Addison-Wesley, 1977	1	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, Piazza platform and on the web pages of the Polytechnic. Students can contact the teachers in person during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to contact teachers via e-mail and schedule on-line meeting via Zoom and Teams platforms.		

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	Risk Management	1.8. ISVU course code	
1.2. Lecturer	Anita Krolo Crvelin, 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)	(45+0+15+0)
1.4. Study programme (specialist, undergraduate, graduate)	Professional Graduate Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 20%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	1.
1.6. Study year	3 th	1.13. Modernization	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% <input type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> • Introduce students to the types of business risks, • Get students to understand the issues of recognizing, managing and possibilities of risk anticipation, • Train students to adopt risk mitigation mechanisms. 		
2.2. Terms of course entry and required competences	None		

2.3. Learning outcomes on the study programme level	<ul style="list-style-type: none"> Recognize different problems, risks and risky situations in contemporary management Propose proper solutions for identified problems and risk management mechanisms based on the situational analysis Independently and responsibly search relevant literature for problem solving Analyse business environment, recognize competitive advantages of organization and propose adequate business strategy for goal achieving Analyse, interpret key business trends and innovations in micro and macro environment, and propose innovative solutions and tactics. 					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	It is expected that students, upon the completion of the course and preparing the seminar paper, will be able to:					
	1. recognize types of business risks					1, 2
	2. evaluate risk significance and propose risk management mechanisms,					2, 3
	3. create new ideas and solutions for risk management,					1, 2, 3
	4. to predict risky situations,					3, 4
5. analyse internal and external business environment and propose different business strategies					4, 5, 6	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1	Introductory lesson.	-	Listen to the lecture. Get basic information about the course and their tasks on it.	-	2 hours
		Business crisis, causes and symptoms	1, 6, 7	They listen to a lecture and read literature.	At the colloquium and written or oral exam, they define basic concepts, describe business crisis and understand basic causes and symptoms of business crisis.	2 hours
	2.	Concept and types of risk (speculative and pure risks), business risks classification	1, 6, 7	They listen to a lecture, individually or in teamwork on case studies and show the level of previously acquired knowledge, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they recognize different types of risks. They can classify them.	3 hours
3.	Decision maker's attitudes towards risks	1, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they understand basic frameworks of decision-making processes. They understand the effects of different attitudes towards risks in decision making process.	3 hours	

	4.	Decision making based on profit to risk ratio	1, 2, 3, 4, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they apply acquired knowledge in the decision-making process, especially one that is based on the profit to risk ratio.	8 hours
	5.	Methods of pure risks protection (transmission, reduction, takeover, disposition)	1, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they recognize and apply methods of pure risks protection.	4 hours
	6.	Risk analysis concept and characteristics.	1, 3, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they can explain the concept of risk analysis. They can critically analyse characteristics of risk analysis.	6 hours
	7.	Risk identification (project risks, company risks, market risks)	1, 2, 3, 4, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they can identify project risks, business risks and market risks.	6 hours
	8.	Risk measurement methods	1, 4, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they can define basic risk measurement methods.	4 hours
	9.	Evaluation of options	1, 2, 3, 4, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they are able to valuate different risk management options.	2 hours
	10.	Decision making in the conditions of uncertainty.	1, 2, 3, 4, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature	At the colloquium and written or oral exam, they define concept of uncertainty. They apply previously gained knowledge in the decision making in the conditions of uncertainty.	2 hours
	11.	Risk analysis by simulation.	1, 2, 3, 4, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they analyse risks by simulation.	1 hour
	12.	Management defining phase. Control takeover phase. Evaluation phase.	1, 2, 3, 4, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they know basic characteristics of crisis management process. They are able to recognize basic critical points of each phase.	4 hours
	13.	Urgency phase. Stabilisation phase.	1, 2, 3, 4, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they know basic characteristics of crisis management process. They are able to recognize basic critical points of each phase.	4 hours
	14.	Return to growth phase.	1, 2, 3, 5, 6, 7	They listen to a lecture, present a seminar paper, followed by a discussion, and read literature.	At the colloquium and written or oral exam, they know basic characteristics of crisis management process. They are able to recognize basic critical points of each phase.	3 hours
		15.	End of crisis.		They listen to a lecture and prepare individually for the exam.	At the colloquium and written or oral exam, they know basic characteristics of crisis management process. They are able to recognize basic critical points of each phase.

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. Seminar paper is obligatory and precondition to approach the exam. Final exam can be passed during the semester, by passing two colloquia. If student approach the final exam without the colloquia, oral exam is obligatory. Students are advised to actively participate in class activities such are group case studies, group discussions etc. Each student is obligated to inform himself on class activities. All informations will be provided on e-learning web page of the course.

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	2	Written exam	1 (without colloquiums)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	2 (without the written and oral exams)	Seminar paper	1	Other (inscribe)	
	Class activities	1	Oral exam	1 (without colloquiums)	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:

<i>Commitment</i>	<i>Hours (estimate)</i>
1. Attending classes	60
2. Creating and Presenting seminar paper	60
3. Preparation for the Colloquium / exam through self-study	60

4. GRADING

Valuation Element	Poor	Satisfying	Above average
4.1. Seminar paper grading 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	Poor		Satisfying		Above average	
	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	less than 70% of attendance	70-75% of attendance	76-85% of attendance	86-100% of attendance	
		0 points	5 points	7 points	10 points	
	Seminar paper	2	3	4	5	
		15 points	22 points	27 points	30 points	
	Colloquium / written exam	2	3	4	5	
		50-64%	65-77%	78-89%	90-100%	
		25 points	30 points	35 points	40 points	
	Oral exam	2	3	5	5	
10 points		15 points	18 points	20 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

5. ADDITIONAL INFORMATION ABOUT THE COURSE			
5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability via other media
	<ol style="list-style-type: none"> 1. Klarić, M.: Analiza rizika, Ekonomski fakultet u Osijeku, Sveučilište Josipa Jurja Strossmayer, Osijek, 2006. 2. Sučević, D. Krizni menadžmenta, Lider, Zagreb, 2010. 		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	<ol style="list-style-type: none"> 1. Lectures outlines 2. Klarić, M.: Uvod u menadžment rizika, , Ekonomski fakultet u Osijeku, Sveučilište Josipa Jurja Strossmayer, Osijek, 2011. 		
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<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.</p> <p>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>		
5.4. information on the course and contact with the teacher	<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 ABOUT THE SUBJECT			
1.1. Title	Operations management	1.8. ISVU course code	146576
1.2. Lecturer	Željko Deković	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)	Specialist Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	3.
1.6. Study year	1 st	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 operations 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 operations 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> <p>Adopt and expand knowledge in the field of:</p> <ul style="list-style-type: none"> • operations functions and business strategies. • product design, process and technology selection; • quality management, control and quality improvement; • yield management and overbooking management in service industry; • models of inventory management; • business forecasts; process and technology selection, capacity planning and termination; • lean production; • project management methods. 	
2.2. Terms of course entry and required competences	No conditions.	
2.3. Learning outcomes on the study programme level	LO2. To individually and responsibly search relevant literature for reaching solutions and conclusions.	
	LO3. To suggest decisions on production, operations, flows, capacities, costs and processes using analysis and monitoring of achieved indicators and results.	
	LO7. To apply and valorize qualitative and quantitative methods of business decision-making in solving economic and managerial problems through program support.	
	LO13. To analyze business environment, distinguish the company's competitive advantages and propose different business strategies to achieve the company's goals.	
2.4. Expected learning outcomes on the course level	<p>Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)</p>	<p>LO Level:</p> <p>1. <i>Recapture,</i></p> <p>2. <i>Understanding,</i></p> <p>3. <i>Application,</i></p> <p>4. <i>Analysis,</i></p> <p>5. <i>Evaluation,</i></p> <p>6. <i>Synthesis</i></p>
	1. to explain basic concepts of operations management and their practical application,	5
	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 valorise 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 operations 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

2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
		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 operations 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 total, partial and multifactorial measures of productivity.	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, analyze the competitive advantages of businesses, explain why trade-offs are made, and suggest compromise in strategy. They can explain the types of 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.	10 hours
	3.	Selection of production process.	1, 2, 3, 4, 8	They listen to a lecture and read literature. In the exercise classes, they analyze 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, analyze 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	At the midterm or the written and oral exam they can analyze the process flow by making a flow chart, measure the process performance and propose measures to shorten the process duration.	10 hours

				previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.		
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. Capacity and location planning in OM.	1, 2, 3, 7, 8	They listen to a lecture and read literature. In group work on the exercises, they develop uniform, offensive and hybrid aggregate plans. For the purpose of making capacity decisions, they measure capacity and build a decision tree.	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 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.	12 hours	
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	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	10 hours	

				different methods of statistical quality control is applied.	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.	
	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 according to the ABC Inventory Management System.	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 analyze the inventory and categorize it according to the ABC Inventory Management System.	10 hours
	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.	

3. EVALUATION OF STUDENT WORK														
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"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject. <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 written and oral examination)	Seminar paper		Other (inscribe)									
	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	<p>The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:</p> <table border="1" data-bbox="519 949 2145 1082"> <thead> <tr> <th data-bbox="524 952 1344 1013"><i>Commitment</i></th> <th data-bbox="1348 952 2141 1013"><i>Hours (estimate)</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="524 1016 1344 1042">1. Attending classes</td> <td data-bbox="1348 1016 2141 1042">75</td> </tr> <tr> <td data-bbox="524 1045 1344 1070">2. Preparation for the Colloquium / exam through self-study</td> <td data-bbox="1348 1045 2141 1070">105</td> </tr> <tr> <td data-bbox="524 1074 1344 1085"></td> <td data-bbox="1348 1074 2141 1085"></td> </tr> </tbody> </table>						<i>Commitment</i>	<i>Hours (estimate)</i>	1. Attending classes	75	2. Preparation for the Colloquium / exam through self-study	105		
<i>Commitment</i>	<i>Hours (estimate)</i>													
1. Attending classes	75													
2. Preparation for the Colloquium / exam through self-study	105													

4. GRADING					
4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average	
	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	Poor	Satisfying	Above average		
	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
	60 – 64,9%	2 (sufficient)	D
	50 – 59,9%	2 (sufficient)	E
5. ADDITIONAL INFORMATION ABOUT THE COURSE			
5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability via other media
	5. Prester J. (2015). *Operacijski menadžment*. Mikrorad, Ekonomski fakultet Zagreb.	10	
	6. 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)	6. Taylor B.W., Russell R. S. (2006). *Operations Management: Quality and Competitiveness in a Global Environment*. Wiley.		
	7. Schroeder, R. G. (1999). *Upravljanje proizvodnjom, Odlučivanje u funkciji proizvodnje*. Mate, Zagreb.	2	
	8. Barković, D. (2011). *Uvod u operacijski management* Ekonomski fakultet u Osijeku, Osijek.	2	
	9. Slack N., Brandon-Jones A., Johnston R. (2013). *Operations Management*. Pearson Paper.		
10. Prester J. (2014). *Operacijski menadžment u uslugama*. Sinergija, Zagreb.	3		
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 ABOUT THE SUBJECT			
1.1. Title	MANAGEMENT OF CONFLICT	1.8. ISVU course code	129874
1.2. Lecturer	MA Gina Lugović, S. Lecturer	1.9. MOZVAG course code	
1.3. Assistants and/or associates	?	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	30P+15S
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , materials available online, 0% of course online
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1
1.6. Study year	1 st	1.13. Modernization	x yes <input type="checkbox"/> no
1.7. Credit score (ECTS)	4	1.14. Percentage estimate of course changes and/or supplements	Less than 20% x More than 20 % <input type="checkbox"/>

2. COURSE DESCRIPTION		
2.1. Course objectives	<p>Getting to know the underlying concepts of cause, development and conflict resolution in interpersonal relationships. Adoption of basic terms of cause, development and conflict resolution:</p> <ul style="list-style-type: none"> - Setting up rules for improved communication, negotiating skills and conducting negotiating skills participants, - emotional control and retention of integrity, - Understanding the time frame, - Understanding the sensitivity to cultural barriers and the effective use of humor, - defining the problems and solutions of problems based on participants' interests, - mediation (third party involvement, mediation) and the choice and role of the mediator, - Evaluating and increasing stakeholder interest in solving the problem through mediation - assisting conflict participants in planning future interactions. <p>Understanding of Conflict in Interpersonal Relations and Social Skills for Conflict Resolution, Learning and applying mediation / mediation in conflict resolution.</p>	
2.2. Terms of course entry and required competences	Passed course "Psychology for Managers".	
2.3. Learning outcomes on the study programme level	LO1. To organize and lead team work, and critically judge the opinions and attitudes of team members	
	LO2. To individually and responsibly search relevant literature for reaching solutions and conclusions.	
	LO6. To critically evaluate existing marketing communications and suggest improvements on the concrete business case and develop basic skills of forming integrated marketing communications	
	LO16. To identify various problems, risks and risky situations in modern management and propose adequate solutions for identified problems and risk management mechanisms based on the company's state analysis	
	LO20. To predict the causes of conflicts in company and resolve conflicts by mediating	
2.4. Expected learning outcomes on the course level	<p>Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)</p>	<p>LO Level:</p> <ol style="list-style-type: none"> 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>
	1. Analyse the opinions and attitudes of team members	4
	2. Differentiate between the process of conflict formation, development and resolution,	5
	3. Manage the expression of emotions in the mediation / mediation in the conflict of third parties,	6
	4. Evaluate and respect cultural diversity,	5
	5. Plan mediation / mediation techniques for resolving third party conflicts and base solutions on parties' interests in the mediation process	5
	6. Prepare mediation participants to resolve future potential conflicts on their own, focus on behavior that minimizes or completely reduces future misunderstandings / conflicts.	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		-	They listen to a lecture. In the course of independent work on a computer, they are introduced to the course content and documents on the e-learning page of the course.	-	6 hours	
	1	Introduction to the course and a detailed performance plan	-	They listen to a lecture and read literature. At 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 ideas, discuss problems.	The written exam defines 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 beginning and development of conflicts, causes. Commencing communication - overcoming the conflict	2, 3, 4, 5	They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written examination, they can list the causes of conflict, distinguish and give an example of commencement of communication, and judge and manage communication in the direction of overcoming conflicts.	8 hours
	3.	Mediation, third party involvement, choice of mediators, mediator role. Tracking Mediation Participants.	1, 2, 3	They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam, they can define and describe the role of taxation and the involvement of a third party and explain the choice and role of the mediator. In the written exam, they know how to suggest the follow-up of mediation participants from a specific work situation.	8 hours
	4.	Intermediate, evaluate and increase stakeholder interest in solving mediation problems, setting up rules for improved communication.	1, 2, 3, 5, 6	They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam, they can define mediation and evaluate and suggest ways to increase the interest of participants in problem solving through mediation, to create rules for improved communication, to explain by example, to analyse and to conclude on the relationship and possible prejudices in communication.	8 hours
	5.	Intermediate, guide participants during joint meetings, help conflict participants in planning future interactions. Process of mediation process..	1, 2, 3, 5, 6	They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam, they are able to define and describe the basic concepts of mediation, guiding participants during joint meetings, differentiating ways of not / assisting participants in planning future interactions, and anticipating the process of mediation in different work situations. Designed and presented seminar (using computer programs on its own).	8 hours
	6.	Active listening, perception.	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. At the exercises, individually, in pairs or groups of four, they design exercises that show the acquisition of previously acquired	In the written exam, they can define and describe active listening, set an example and explain the impact of perception on active listening, and the importance of keeping silence in communication.	7 hours

				knowledge and present the acquired knowledge and ideas, discuss problems.	Seminar created and presented (using computer programs independently).	
7.	Leadership of negotiating skills, understanding of others, conversation skills.	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam, they are able to define and describe the way in which the participants are guided by negotiation skills, to evaluate their own understanding of others, and to modify the art of conversation according to the needs of the work process. Seminar created and presented (using computer programs independently).	7 hours
8.	Requirement for clarity, patience, maintaining integrity.	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam, they can define and describe the elements of communication that relate to a demand for clarity, patience, retention of integrity during conflict and negotiation. Seminar created and presented (using computer programs independently).	6 hours
9.	Avoiding Presumptions and Evil, Assessing Others. Differentiation of facts and estimates.	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. At 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 ideas, discuss problems. In group work at the seminar teaching, the brainstorming method and the discussion method on the topic are applied.	In the written exam, they can define and describe the avoidance of assumption and malice, and the evaluations of others, and analyze and compare the distinction between facts and estimates. Seminar created and presented (using computer programs independently).	5 hours
10.	Control emotions, recognize errors and dispensation.	1, 2, 3, 4, 5, 6		They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam, they know how to define and describe emotion control, admitting mistakes, and apologizing during the process of communication and mediation.	8 hours
11.	Understanding the time frame, a division of the larger issues in less. Organizing time.	1, 2, 5, 6		They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam, they know how to design a time frame, divide larger questions into smaller ones, and organize time. Seminar prepared and presented (using computer programs independently).	8 hours
12.	Separating problems from self-awareness, avoiding threats, and manipulating tactics.	1, 2, 3, 5, 6		They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam they know how to define and describe the separation of problems from self-awareness, avoidance of threat and manipulative tactics during communication and negotiation. Analyse and manage control, criticism and manipulation. Seminar created and presented (using computer programs independently).	8 hours
13.	Effective use of humor. Can we learn humor?	1, 2, 3, 4		They listen to a lecture and read literature. At the exercises, individually, in pairs or groups of four, they design exercises that	In the written exam, they can define and describe the effective use of humour, enumerate ways of expressing humour.	6 hours

				show the acquisition of previously acquired knowledge and present the acquired knowledge and ideas, discuss problems.	Seminar created and presented (using computer programs independently).	
	14.	Focusing on a problem rather than solving, defining interest-based solutions, rejection of poor solutions. Making decisions.	1, 2, 4, 5, 6	They listen to a lecture and read literature. At 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 ideas, discuss problems.	In the written exam, they can describe and critically judge the focus on the problem rather than the solution, define interest-based solutions, and select and reject weak solutions. Seminar created and presented (using computer programs independently).	6 hours
	15.	Sensitivity to cultural barriers (common features of all people, cultural and ideological differences). Difference as a rule.	1, 2, 3, 4, 5, 6	They listen to a lecture and read literature. At 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 ideas, discuss problems.	Explain sensitivity to cultural barriers in the written exam and advocate diversity as a rule. Seminar created and presented (using computer programs independently).	5 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	Regular students are required to attend a minimum of 70%, with an extraordinary and at least 30% of lectures. All students are obliged to choose topics, create, present and defend two seminar work (one with Croatian and the other with English literacy used; submit in the text and present with ppt; seminar work consists of at least 10 pages: cover, content, introduction, work , conclusion, literature from 2000 to 2018. Seminar papers are sent to an e-mail (gina@vus.hr). Students are advised to consult at the time of consultations or for another term. on the web site of the Polytechnic (http://www.vus.hr). Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, creating mental map, solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, creating mental map, solving case studies, creating and presenting the seminar paper) and passing the exam (written and oral exam).					
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	Project	/
	Experimental work	/	Research	/	Practical work	/
	Essay	/	Report	/	Continuous examination	/
	Colloquium	/	Seminar paper	1	Other (inscribe)	/
	Class activities	/	Oral exam	/	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:					
	Commitment			Hours (estimate)		
	9. Attending classes			45		
	10. Creating and Presenting seminar paper			10		
11. Preparation for the Colloquium / exam through self-study			65			

4. GRADING					
4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average	
	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	Poor	Satisfying	Above average		
	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	Created mental map. 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%
Oral exam	25 points	30 points	35 points	40 points	
	2	3	5	5	
4.4. Creating a final grade according to absolute allocation	Percentage of adopted knowledge, skills and competences (teaching + final exam)	70-75% of attendance		87-100% of attendance	
		25 points		35 points	
		76-86% of attendance		80-89,9%	
		30 points		35 points	
		76-86% of attendance		80-89,9%	
		30 points		35 points	
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	

5. ADDITIONAL INFORMATION ABOUT THE COURSE			
	Title	Number of copies in the library	Availability via other media
5.1. Compulsory literature (available in the library and through other media)	1. Lugović, G. (2011). Menadžment konflikata, nastavni materijal. Šibenik: Veleučilište u Šibeniku. Dostupno na E-learning mrežnoj stranici Veleučilišta u Šibeniku.	3	Available On-line
	2. Lazarus, R. S., Folkman, S. (2004). Stres, procjena i suočavanje, Pojam suočavanja, str. 121-144; Proces suočavanja: Alternativa tradicionalnim formulacijama, str. 145-184. Jastrebarsko: Naklada Slap. 3. Billikopf, G. (2014). Party-Directed Mediation – Facilitating Dialogue Between Individuals (3rd Edition), University of California Agricultural and Natural resources. Dostupno na https://ia600307.us.archive.org/9/items/PartyDirMediation_201404/PartyDirMediation.pdf 4. Billikopf, G. (2002). Contributions of Caucusing and Pre-Caucusing to Mediation, Group Facilitation: A Research and Applications Journal, 4, 3-11. http://www.cnr.berkeley.edu/ucce50/ag-labor/research/res04.htm		Available On-line
5.2. Additional literature (at the moment of changes and/or amended of study programme)	11. Kure, N., Winslade, J. (2010). A Narrative Approach to Working with an Organization in Conflict, http://journal-of-conflictology.uoc.edu 2. Linden, J. (2001). Mediation Styles: The Purists vs. The Toolkit, Mediate.com, https://www.mediate.com/articles/linden4.cfm		Available On-line
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	Quality control of students' work and acquiring the necessary knowledge and skills will be ensured: - interactive work on lectures, - conducting records on attendance and student activities in lectures, - information obtained on the basis of the results of the examinations needed to increase the efficiency of the work and - by referring students to rights, obligations, methods of work and the necessary literature. Quality Assurance System Indicators: Student Surveys, CES data on the student's annual employment status, Employer Surveys 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 ABOUT THE SUBJECT			
1.1. Name of the course	Croatian economy	1.8. ISVU course code	DM7
1.2. Lecturer	Dijana Mečev, PhD, s.lec.	1.9. MOZVAG course code	
1.3. Assistants and/or associates	-	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	(30+0+15+0)
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Management	1.11. Level of e- learning application (1st, 2nd, 3rd level), percentage of on line course performance (max. 20%)	1 st level – materials available on-line, 0%
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1
1.6. Study year	1st	1.13. Modernization	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
1.7. Credit score (ECTS)	4	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	Training students for understanding basic concepts, principles and phenomena in the country's economic system; critical analysis and understanding of the dynamic development processes and performance of the Croatian economy and the application of the acquired basic knowledge and skills in further professional development.		
2.2. Terms of course entry and required competences	Undergraduate professional or university studies completed.		

2.3. Learning outcomes on the study programme level	LO1: To organize and lead team work, and critically judge the opinions and attitudes of team members.					
	LO2: To individually and responsibly search relevant literature for reaching solutions and conclusions,					
	LO4: 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.					
	LO14: To analyse and compare indicators of economic development of the Republic of Croatia, critically reflect on contemporary trends in the Republic of Croatia, and propose solutions to stimulate economic prosperity					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> <i>Synthesis</i>	
	1.	To describe the factors affecting the size and the rate of natural and mechanical movement of the population; to analyze the age, economic and educational structure of the population and the impact of different forms of population policy at state level.			1, 4	
	2.	To analyze the roles and constraints of tourism in the economic development of the state and argue the possibilities for further development of Croatian tourism.			4, 5	
	3.	To compare different models of national economic development and analyze the impact of regional policy of the state.			4, 4	
	4.	To assess the consequences of economic policy and activities of individual economic entities in the context of the national economy.			5	
	5.	To link current economic trends with economic theory and international economic practice.			6	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	no.	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1	Introduction to the course and a detailed performance plan	-	Listen to the lecture. By independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	3 hours
	2.	Population and economic development (I).	1, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can define and explain basic demographic indicators; are able to analyze different quantitative and qualitative aspects of the population of the Republic of Croatia. They can think critically about the reasons for the demographic deficit and its effects on economic development. They can think critically about contemporary demographic challenges and trends.	6 hours
	3.	Population and economic development (II).	1, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus	In a colloquium or written and oral exam students can define and explain basic demographic indicators; are capable of analyzing different quantitative and qualitative aspects of the	6 hours

				presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	population of the Republic of Croatia. They can think critically about the reasons for the demographic deficit and its effects on economic development. They can think critically about contemporary demographic challenges and trends.	
4.	Labor market of the Republic of Croatia.	1, 4, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can define and explain different forms of unemployment, distinguish registered unemployment rate from the one based on survey., distinguish economically-active population from non active one. They can critically evaluate active employment policy measures. They can ponder over interconnection between labor market and economic development.	10 hours	
5.	Pension system of the Republic of Croatia.	4, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can state the main features of small and major pension reform. They know how to explain the structure and importance of the Croatian pension system in the business and private life of individuals and society, and take a stand on the issue.	6 hours	
6.	Poverty.	1, 4, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can define and distinguish terms related to poverty and social exclusion. They can explain the similarities and differences between poverty and inequality in the distribution of wealth and income. They know how to critically judge economic, political and other social measures to combat and reduce inequality and social exclusion at the national level.	6 hours	
7.	Health system of the Republic of Croatia.	4, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can describe and define basic economic concepts in healthcare, can explain method of financing health care in the Republic of Croatia. They can explain the structure and importance of the Croatian health system in the business and private life of individuals and society, and take a stand on the issue.	6 hours	
8.	The education system of the Republic of Croatia.	1, 4	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the	In a colloquium or written and oral exam students can	6 hours	

				seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	define and describe the concepts of education economics. They can explain the relationship between education policy, education reform and economic growth. They are capable of analyzing the impact of the cost of investing in education on the social benefit of education.	
	9.	Fiscal policy of the Republic of Croatia and the budget.	4, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students know how to interpret Croatia's fiscal policy, structure of general government budget and analyze and critically evaluate revenue and expenditure items in the state budget.	10 hours
	10.	Monetary policy of the Republic of Croatia.	4, 5	Listen to the lecture and read the literature. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students define and analyze monetary policy instruments, money functions, currency emissions and drawdown; analyze and interpret ways in which monetary policy instruments affect the financial markets and economic activity of the Republic of Croatia.	8 hours
	11.	Regional development.	3, 4	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students define and explain key elements of the regional economic structure of the Republic of Croatia; critically evaluate regional policies and regional inequalities in Croatia.	8 hours
	12.	<i>Croatian tourism industry.</i>	2, 4, 5	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students can explain the characteristics of tourist supply and demand of the Republic of Croatia. Describe the preconditions for tourism development; analyze the roles and limitations of tourism in the economic development of the Republic of Croatia, argue the possibilities of its further development.	10 hours
	13.	Croatian retail sector.	4, 5	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and	In a colloquium or written and oral exam students can describe the importance of trade in the economic development of the Republic of Croatia.	6 hours

				presenting adopted knowledge and ideas, discuss issues.		
	14.	Manufacturing and wood industry in Croatia.	4, 5	Listen to the lecture and read the literature. Use multimedia and network. Discuss issues. At the seminar student individually or in pairs solve case studies thus presenting the appropriateness of previously acquired knowledge and presenting adopted knowledge and ideas, discuss issues.	In a colloquium or written and oral exam students distinguish between individual branches of the manufacturing / wood industry and evaluate their perspective with respect to market trends in the Republic of Croatia.	6 hours
	15.	Concluding Considerations / Repeating and Preparing for Exam.		Concluding Considerations / Repeating and Preparing for Exam.		23 hours

3. EVALUATION OF STUDENT WORK

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 colloquium seminar paper.</p> <p>Students who have during the course achieved:</p> <ul style="list-style-type: none"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject. <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		Written exam	2 (by submitting both colloquiums the student is relieved of an written examination)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	3 3 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	0,5		
	Class activities	0,5	Oral exam	1 (by submitting both colloquiums the student is relieved of an oral examination)		

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:			
	<i>Commitment</i>	<i>Hours (estimate)</i>		
	12. Attending classes	60		
	13. Creating and Presenting seminar paper	10		
	3. Preparation for the Colloquium / exam through self-study	50		
4. GRADING				
4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average
	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	Poor	Satisfying		Above average
	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	
		60 – 64,9%	2 (sufficient)	D	
		50 – 59,9%	2 (sufficient)	E	
5. ADDITIONAL INFORMATION ABOUT THE COURSE					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability via other media
	4. Mečev, D. (2015). „Nacionalna ekonomija Hrvatske“. Veleučilište u Šibeniku, Šibenik.				Available On-line
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Čavrak et al.. (2011). „Gospodarstvo Hrvatske“. Politička kultura, Zagreb.			5	

<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.</p> <p>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 ABOUT THE SUBJECT			
1.1. Title	MARKET RESEARCH	1.8. ISVU course code	187558
1.2. Lecturer	Jelena Šišara, univ.spec.oec.	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+0+30+0)
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	0.
1.6. Study year	1 st	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	<ul style="list-style-type: none"> • Understanding the importance and necessity of market research when making business decisions. • Acquiring basic knowledge of market research methods and techniques. • Understanding the market research process. • Design of data collection instruments. • Applying the learned skills to a specific research project. 		
2.2. Terms of course entry and required competences	Admission requirements for 1st year of study		

2.3. Learning outcomes on the study programme level	LO1:To organize and lead team work, and critically judge the opinions and attitudes of team members					
	LO2:To individually and responsibly search relevant literature for reaching solutions and conclusions,					
	LO3:To analyse business environment, distinguish the company's competitive advantages and propose different business strategies to achieve the company's goals					
	LO4: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					
	LO9: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	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	1.	:To explain and to comment basic concepts related to market research.			2, 4	
	2.	:To define the research goal, problem and hypotheses, to select the types and sources of data and to design a research problem based on it.			1, 5, 6	
	3.	To propose appropriate market research methods and, on this basis, to construct a suitable data collection instrument addressed to a specific research problem.			6, 6	
	4.	To conduct market research addressed to a specific research problem, to interpret the results of the research conducted, and to propose a solution based on that.			3, 3, 6	
	5.	To present the results of the research			6	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1	Introduction to the course and a detailed performance plan	-	Listen to the lecture. On seminary teaching, by independent work on the computer students get acquainted with course content and documents on the e-learning course page.	-	4 hours
	2.	INTRODUCTION TO MARKET RESEARCH: THE TERM AND DEFINITION OF MARKET RESEARCH; THE ROLE AND IMPORTANCE OF MARKET RESEARCH IN BUSINESS RESEARCH	1, 2	They listen to lectures, solve case studies, discuss, problem papers, presentations of seminar work	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	7 hours
	3.	SCIENTIFIC METHOD AND ETHICS IN MARKET RESEARCH; ORGANIZERS AND BENEFICIARIES OF MARKET RESEARCH	1, 2	They listen to lectures, solve case studies, discuss, problem papers, presentations of seminar work	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	7 hours

	4.	MARKET RESEARCH PROCESS AND PROJECT	1, 2, 3	They listen to lectures, solve case studies, discuss, problem papers, presentations of seminar work	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	7 hours
	5.	TYPES OF MARKET RESEARCH	1, 2, 3	They listen to lectures, solve case studies, discuss, problem papers, presentations of seminar work	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	7 hours
	6.	PRIMARY AND SECONDARY DATA, SAMPLES AND SAMPLING	1, 2, 3, 4	They listen to lectures, solve case studies, discuss, problem papers, presentations of seminar work	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze 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.	DATA ANALYSIS AND INTERPRETATION, Colloquium I.	1, 2, 3, 4	They listen to lectures, solve case studies, design and develop a research project.	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze 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
	8.	APPLICATION OF MARKET RESEARCH, RESEARCH FOR MARKET SEGMENTATION NEEDS	1, 2, 3, 4, 5	They listen to lectures, solve case studies, design and develop a research project.	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	8 hours
	9.	APPLICATION OF MARKET RESEARCH, RESEARCH FOR PRODUCT DEVELOPMENT NEEDS	1, 2, 3, 4, 5	They listen to lectures, solve case studies, design and develop a research project.	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	8 hours
	10.	RESEARCH FOR ADVERTISING AND SELLING NEEDS	1, 2, 3, 4, 5	They listen to lectures, solve case studies, design and develop a research project.	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	8 hours
	11.	RESEARCH FOR PRICING AND SATISFACTION NEEDS	1, 2, 3, 4, 5	They listen to lectures, solve case studies, design and develop a research project.	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	8 hours

	12.	MARK VALUE RESEARCH	1, 2, 3, 4, 5	They listen to lectures, solve case studies, design and develop a research project.	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	8 hours
	13.	APPLICATION OF RESEARCH IN MAIN TOURISM AREAS	1, 2, 3, 4, 5	They listen to lectures, solve case studies, design and develop a research project.	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze the same on a concrete example, critically judge on the basis of the presented problem and propose a solution to the same problem.	8 hours
	14.	PRESENTATIONS OF THE RESEARCH PROJECT	6	Present research projects, discussion.	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze 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
	15.	FINAL CONSIDERATIONS AND SIGNATURES, II. Colloquium		They listen to lectures, make conclusions, discuss	At the colloquium or the written and oral exam they define and explain the concepts that occur in this thematic unit, then they should present and analyze 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. 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"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject. <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 project, passing two colloquia); b) during the course (active participation in the lessons, solving case studies, creating and presenting the seminar paper and project) and passing the exam (written and oral exam).</p>
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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	0,5	Written exam	2 (by submitting both colloquiums the student is relieved of a written examination)	Project	2
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	0,5	Other (inscribe)	
	Class activities		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:					
	Commitment			Hours (estimate)		
	14. Attending classes			60		
	15. Creating and Presenting seminar paper			60		
	16. Preparation for the Colloquium / exam through self-study			60		

4. GRADING

4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average
	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	Poor		Satisfying		Above average	
	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	Seminal paper.	
		2 points	4 points	7 points	3 points	
	Research 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		
		60 – 64,9%	2 (sufficient)	D		
		50 – 59,9%	2 (sufficient)	E		

5. ADDITIONAL INFORMATION ABOUT THE COURSE			
	Title	Number of copies in the library	Availability via other media
5.1. Compulsory literature (available in the library and through other media)	1. Marušić, M., Vranešević, T. (2001). *Istraživanje tržišta*. ADECO, Zagreb	1	
	2. Marušić, M., Prebežac, D. (2004). *Istraživanje turističkih tržišta*. ADECO, Zagreb	1	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	3. Meler, M. (2005). *Istraživanje tržišta*. Ekonomski fakultet u Osijeku, Osijek	0	
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<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.</p> <p>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>		
5.4. information on the course and contact with the teacher	<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 COURSE			
1.1. Course title	Leadership	1.8. Course code within the ISVU	
1.2. Course leader	Dr.sc Zdravko Kedžo, lecturer	1.9. Course code within the MOZVAG	(30+0+15+0)
1.3. Associates	None	1.10. Student engagement hours (number of lessons - lectures + practical work + seminars + e-learning)	
1.4. Type of programme	Specialist graduate professional study Management	1.11. Level of e-learning (Level 1, 2, 3), Online percentage of the course (max. 20%)	Level 1 - materials available online, 0%
1.5. Course status (compulsory, optional)	Optional	1.12. . Current number of changes and/or additions to the course specification	
1.6. Year of studies	1. First year	1.13. Modernization	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
1.7. Credits (ECTS)	4	1.14. Estimated percentage of changes and/or amendments to the course programme	Less than 20% <input checked="" type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course aims and objectives	<p>The aim: based on theoretical knowledge and case studies, students should be able to:</p> <ul style="list-style-type: none"> • Define key terms, specific qualities, theoretical and practical sources of leadership • Understand key aspects of contemporary leading and leadership which represent a fundamental premise of successful corporate governance in the 21st century • Learn to recognize characteristics, traits, styles, and the latest knowledge related to practice, key competencies and leadership skills • Apply the knowledge gained in the course in a practical business setting. 		

2.2. Admission requirements and entry-level competences needed for the course	Bachelor's degree					
2.3. Learning outcomes in line with the programme the course contributes to	LO1: Organize and lead team work and critically judge the opinions and attitudes of the team stakeholders					
	LO7: Apply and valorise qualitative and quantitative methods of business decision - making in solving economic and managerial problems trough program support					
	LO8: Develop a management plan and propose a strategy for the management of protected areas					
	LO9: Select research method, and conduct market research to interpret the results of the study					
	LO11: Build a value system in the enterprise based on business ethics and socially responsible business					
LO18: Valorise and apply basic legal institutions in the business environment						
2.4. 2.4. Intended learning outcomes (4 – 10 learning outcomes)	Learning outcomes according to Bloom's taxonomy: <i>(max. Two verbs per learning outcome)</i>				Learning outcome levels 1. remembering, 2. understanding 3. applying 4. analysing, 5. evaluating, 6. creating	
	1. Describe and explain definitions, principles, competencies and models of contemporary leading ,motivation and leadership as the base of successful business management.				1, 2	
	2. Set an example and interpret the creation and leadership of successful teams;				4, 2	
	3. Analyze, identify, detect and evaluate correct and incorrect actions (errors) that occur in the process of leading and leadership;				2, 3	
	4. Identify and single out appropriate actions in case of detected errors, as well as how to avoid typical errors;				3	
	5. Master, comment on 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.				3,6	
2.5. Detailed course syllabus according to the schedule	Constructive alignment					
	No	Topic	Course learning outcomes	Content/teaching method	Assessment scheme	Necessary time
		Introduction to the course and the detailed implementation plan.	-	Students listen to the lectures.	-	2 classes
	1	Concept, definitions and theories of leadership	1	Students listen to the lectures and read the required reading.	In a midterm or written or oral exam students define the basic terms of successful leadership. Students describe the role of leadership as science, they understand the models and principles of leadership.	4 classes
2.	Leading models and principles of the most successful leaders.	1,2	Students listen to the lectures and read the required reading.	In a midterm or written or oral exam, students know how to list, differentiate and give examples of the most important principles of leadership.	4 classes	

	3.	Leading styles and how to apply them in practice	2,3	Students listen to the lectures and read the required reading.	In a midterm or written or oral exam, students know how to define and explain leading styles and how to apply them in practice.	4 classes
	4.	Key competencies in modern leadership	2,3	Students listen to the lecture and read the required reading. In a seminar discussion students, both individually and in pairs, solve case studies, thus demonstrating they have acquired knowledge, which they present together with their own ideas and discuss problems.	In a midterm or written or oral exam, students know how to recognize, define and demonstrate key competencies in modern system management.	10 classes
	5.	Integrity as the most important element of leadership	3,4	Students listen to the lecture and read the required reading. In a seminar discussion students, both individually and in groups, research the content of this topic. Based on the research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems	In a midterm or written or oral exam , students know how to define and explain the concept and application of integrity as a key element of a successful leader. Prepared and presented seminar paper (independent use of computer programs).	10 classes
	6.	The ability to create positive change	3,4	Students listen to the lecture and read the required reading. In a seminar discussion students, both individually and in groups, research the content of this topic. Based on the research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems	In a midterm or written or oral exam, students know how to define and describe all elements necessary to create a positive change in the given environment as a consequence of the actions of the leader. Prepared and presented seminar paper (independent use of computer programs).	8 classes
	7.	Fatal mistakes in leadership and how to avoid them in practice	4,5	Students listen to the lecture and read the required reading. They use a multimedia network In a seminar discussion students, both individually and in groups, research the content of this topic. Based on the research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems	In a midterm or written or oral exam, students know how to define and describe and primarily recognize fatal leadership mistakes and ways to avoid them in simulated situations Prepared and presented seminar paper (independent use of computer programs).	10 classes
	8.	Problem solving process	4,5	Students listen to the lecture and read the required reading. They use a multimedia network In a seminar discussion students, both individually and in groups, research the content of this topic. Based on the	In a midterm or written or oral exam, students know how to define and explain all stages of the problem-solving process as qualities and responsibilities of a good leader. Prepared and presented seminar paper (independent use of computer programs).	4 classes

				research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems		
9.	Psychological aspect of leadership - emotional and social intelligence of the leader	5	Students listen to the lecture and read the required reading. In a seminar discussion students individually research the content of this topic. Based on the research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems	In a midterm or written or oral exam, students know how to define and describe psychological aspect of leadership and analyze and compare the characteristics of some leaders in terms of emotional and social intelligence. Prepared and presented seminar paper (independent use of computer programs).	6 classes	
10.	Principles of developing people as the most valuable wealth	4, 5	Students listen to the lecture and read the required reading. In seminar classes, they solve a case study.	In a midterm or written or oral exam, students know how to define and describe basic concepts but also models of developing the quality and efficiency of people as the most valuable asset of any organization.	8 classes	
11.	Self-discipline and the cost of leadership	5, 6	Students listen to the lecture and read the required reading. In seminar classes, they solve a case study.	In a midterm or written or oral exam, students know how to define and describe fundamental notions of self-discipline as qualities of a leader .	8 classes	
12.	Vision and strategic leadership model	5, 6	Students listen to the lecture and read the required reading. In a seminar discussion students individually research the content of this topic. Based on the research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems	In a midterm or written or oral exam, students 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 their vision of successful leadership. Prepared and presented seminar paper (independent use of computer programs)	10 classes	
13.	Integrity as the most important element of leadership	4, 5, 6,	Students listen to the lecture and read the required reading. They use a multimedia network In a seminar discussion students individually research the content of this topic. Based on the research and practical exercises they write a seminar paper in which they present acquired knowledge and their own ideas, as well as ways of solving problems	In a midterm or written or oral exam, students know how to define and describe fundamental notions of integrity, personality, and credibility as the most important elements of a successful leader. Prepared and presented seminar paper (independent use of computer programs).	6 classes	
14.	Priorities-key of leadership	4, 5, 6,	Students listen to the lecture and read the required reading	In a midterm or written or oral exam , students know how to describe and critically judge the importance of priorities in leadership decisions.	6classes	

	15.	Concluding remarks / Repetition and preparation for the exam.		Students listen to the lecture and prepare individually for the exam.		20 classes
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3.ASSESSMENT SCHEME

3.1. Student requirements	<p>In line with the Regulations on studying and the Regulations on assessing and grading student work: all full-time students have to attend at least 70% of the classes. All part-time students have to attend at least 50% of the lectures. All students have to write and present a seminar paper, as well as pass the midterm.</p> <p>Students who have during the classes received:</p> <ul style="list-style-type: none"> · From 0 – 24.9% ECTS points - will receive a grade F (fail) and cannot get the ECTS points, and need to retake the course in the next academic year; · From 25 – 49.9% - will receive a grade FX (fail), and need to take and pass a written exam. The written exam can be taken during the regular or additional examination dates; · More than 50% - students have the right to take the final exam. <p>Students can pass the final exam in two ways: a) during classes after being continuously monitored (active class participation, making a mind map and solving case studies, writing and presenting a seminar paper and passing two midterms); b) during classes (active class participation, making a mind map and solving case studies, writing and presenting a seminar paper) and passing the exam (both written and oral parts).</p>
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3.2. Monitoring students' work (fill in ECTS points for each activity, so the sum equals the total ECTS course score)	Attendance		Written exam	2(excluding the midterm)	Project	
	Experimental work		Research		Practical work	
	Essay		Term paper		Continuous assessment	
	Midterms	3 (excluding written and oral exam)	Seminar paper	0,5	(other)	
	In – class activities	0,5	Oral exam	1 (excluding the midterm)	(other)	

3.3. Student workload	<p>Based on this the student workload equals 30 hours of work per semester for 1 ECTS point, and the estimate includes:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Obligation</i></th> <th style="text-align: right;"><i>Hours (an estimate)</i></th> </tr> </thead> <tbody> <tr> <td>Class attendance</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Seminar paper and presentation</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Preparing for midterms/the exam through independent revision</td> <td style="text-align: right;">65</td> </tr> </tbody> </table>	<i>Obligation</i>	<i>Hours (an estimate)</i>	Class attendance	45	Seminar paper and presentation	10	Preparing for midterms/the exam through independent revision	65
<i>Obligation</i>	<i>Hours (an estimate)</i>								
Class attendance	45								
Seminar paper and presentation	10								
Preparing for midterms/the exam through independent revision	65								

4.1. Grading a seminar paper	Assessment element	Unsatisfactory	Satisfactory	Above average
	Organisation	The paper is not organised in a logical sequence and lacks structure.	The paper is well – structured with a clear introduction, the main part of the text and the conclusion.	The paper is well – structured with a clear introduction, the main part of the text and the conclusion, with an excellent logical connection between all parts.
	Terminology, writing style	Words and terms are not in line with the official terminology. The writing style is not appropriate, sentences are too long, with modest vocabulary and many grammar mistakes.	Words and terms are in line with the official terminology. The writing style is appropriate, sentence structure is clear, vocabulary is appropriate and there are few grammar mistakes	Words and terms are in line with the official terminology and demonstrate that the student understands their meaning. The writing style is excellent, sentences are clear and concise, vocabulary is rich and there are no grammar mistakes.
	Quoting and referencing	Sources are not listed. References are not in line with the topic and demonstrate a superficial research approach.	Sources are listed, but incomplete and contain mistakes. References are in line with the topic and demonstrate a satisfactory research approach.	Sources are listed correctly, completely and consistently. References are appropriate, their list is long and comprehensive, and demonstrates a thorough re-search approach.

4.2. Grading a midterm / written and oral exams	Unsatisfactory		Satisfactory		Above average	
	The student answers questions from memory, without a deeper understanding. They don't know nor use key terms and concepts. They can't apply nor give examples of course contents.		The student can reproduce key terms and new knowledge easily, understands the course matter, explains terms and concepts using examples.		The student can analyse, synthesize and evaluate the knowledge. They notice regularities, explain the course matter correctly and thoroughly, and can logically connect and explain terms and concepts using examples. They find solutions that have not been offered before. They notice a correlation with related matter.	
4.3. Forming the final grade according to assessment elements	Active attendance	70-75% attendance	76-86% attendance	87-100% attendance	Drawn mind 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	
	Midterm/ 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. Forming the final grade based on absolute distribution	Percentage of acquired knowledge, skills and competencies (classes + 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		
5.ADDITIONAL INFORMATION						
5.1. Required reading (available in a library or through other media)	Title				Number of library copies	Availability in other media
	5.	Maxwell, J.: Razvijte vodstvo u sebi, V.B.Z., Zagreb, 2003				Available on-line
	2	Kedžo, Z., Materijali s predavanja				Available on-line
5.2. Additional reading (at the time of submitting changes to the course)	12.	Chapman, E. N., O'Neil, S. L.: Vodstvo – osnovni koraci koje svaki manager mora znati, III. Izdanje, MATE, 2003.				Available on-line
	13.	Kotter, J.P.: Vodenje promjena, Lider press d.d., Zagreb, 2009.				

<p>5.3. Ways of monitoring quality assuring the acquirement of outcome knowledge, skills and competencies</p>	<p>Quality control of students' performance and the acquisition of necessary knowledge and skills will be ensured through interactive work. Keeping records on student attendance and participation in the course, as well as acquiring information on student progress by means of midterm exams, the teacher is going to acquire necessary information for further instructions to be given to students, with the aim of increasing their efficiency. Students will be informed on their rights and obligations, as well as learning methods and required reading. Quality assurance indicators: student survey, monitoring annual data issued by the Croatian Employment Service on student employment, employer and the Alumni Association surveys.</p>
<p>5.4. Getting informed on the course and contacting the teacher</p>	<p>Each student is obliged to regularly get informed on the course, the classes and in-class activities. All information regarding the classes or their potential postponement will be published on e-learning course pages, as well as on College website. Students can contact teachers during office hours (at least an hour a week), for shorter questions and explanation they can ask the teacher in class. Questions can also be asked in an e-mail (from an official e-mail address using the domain @vus.hr), to which a reply will be sent as soon as possible (no later than five working days after the e-mail was received).</p>

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	BUSINESS SIMULATIONS	1.8. ISVU course code	129870, 202133 (M31, M31-I)
1.2. Lecturer	Želimir Mikulić	1.9. MOZVAG course code	
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 (specialist, undergraduate, graduate)	Specialist Professional Graduate Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	2 nd – materials available on-line (video lectures), simulation tools 20%
1.5. Course status (obligatory, optional)	Obligatory	1.12. Number of course revisions	2.
1.6. Study year	2	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 introduce students to various types of problems that occur in business decision making. Get to know and learn how to use quantitative methods for selecting and optimizing business decisions. Students will learn to build and solve mathematical models of various problems, select criteria for making business decisions and analyse sensitivity of selected solutions.		
2.2. Terms of course entry and required competences	Completed Statistics Collegium		

2.3. Learning outcomes on the study programme level	LO1. To organize and lead team work, and critically judge the opinions and attitudes of team members					
	LO2. To individually and responsibly search relevant literature for reaching solutions and conclusions					
	LO5. 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.					
	LO7. To apply and valorize qualitative and quantitative methods of business decision-making in solving economic and managerial problems through program support					
	LO12. To interpret the process and principle of modeling, select discrete simulation from input data, create and apply a simulation model using @Risk, Arena and Capsim software packages, and tools such as Excel and ExpertFit					
	LO16. To identify various problems, risks and risky situations in modern management and propose adequate solutions for identified problems and risk management mechanisms based on the company's state analysis					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	1.	To classify and check simulation models as Monte Carlo, discrete, continuous or mixed.,			4,5	
	2.	To design a discrete simulation model for a given process or system and analyze its limitations,			5,6	
	3.	To find and organize data and judge appropriate distribution using a custom tool (ExpertFit and Excel)			4,5	
	4.	To identify system states, variables events and KPI and experiment with models in simulation tools			4,5	
	5.	To build a diagram of the system/process in the programming tool Arena and recommend parameters for performing simulations and present outputs.			4,5	
	6.	To design Monte Carlo simulation models in Excel using @Risk tool, for the risk assessment,			4,5	
	7.	Using output graphs (Excel) and animation (Arena) will be able to present output results.			4,5	
	8.	Analyze output outcomes, identify patterns, predict risks, and suggest optimal choice of parameters / decisions to manage business systems.			4,5	
	9.	By designing and implementing simulation models, it will be able to review existing solutions, evaluate proposed alternatives, and propose solutions.			5,6	
10.	To evaluate and critique decision modelling settings to get optimal results avoiding bias and standard error.			5,6		
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1	Introductory lecture. Basic idea of simulation. Different simulation models.	1	Listen to the lecture.	Evaluate solutions of assignments on written exam/colloquium	2 hours
	2.	Types of simulation Construction of simulation models..	1, 2, 3	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium	10 hours

	3.	Discrete and continuous simulations	1, 2, 3,4	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium	12hours
	4.	Strategy of performing simulation models on a computer	1,2,3,4,10	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	14 hours
	5.	Conceptual simulation models, system event graphs	2,3,4	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	6.	Modelling of simple system with event graphs	2,3,4	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	7.	Basic elements of probability and statistics, generation and analysis of input data samples	3, 8, 6	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	8.	Modelling of complex systems with graph events. Specialized simulation packages.	3, 4, 5, 6,8	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	9.	Arena simulation software. Using animations.	3, 4, 5	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	12 hours
	10.	Modelling of complex systems in the Arena	3,4,5,8,9,10	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	10 hours
	11.	Ability to use the MS Excel program package to perform simulations.	4, 6, 7,8	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	12 hours
	12.	Building models for Monte Carlo simulations in different business fields.	4, 6, 7, 8, 9,10	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	8 hours
	13.	Analyzing simulation results and risk assessment	1, 2, 3, 4, 5, 6, 7,9,10	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate solutions of assignments on written exam/colloquium and answers to the problem questions during oral exams.	12 hours
	14.	Analysing influence of simulation parameters on simulation results	3, 4, 5, 6, 7,8,9,10	Listen to the lecture, solving assigned problems and read the literature.	Evaluate answers to the problem questions during oral exams.	6 hours
	15.	Decision Optimization using simulation results.	5, 6, 7,8,9,10	Listen to the lecture, modelling and solving assigned problems and read the literature.	Evaluate answers to the problem questions during oral exams.	12 s hours

3. EVALUATION OF STUDENT WORK													
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"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject. <p>Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, creating mental map, solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, creating mental map, solving case studies, creating and presenting the seminar paper) and passing the exam (written and oral exam).</p>												
	Attendance	2	Written exam		Project								
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)	Experimental work		Research		Practical work	2							
	Essay		Report		Continuous examination								
	Colloquium		Seminar paper		Other (inscribe)								
	Class activities	0,5	Oral exam	1,5	Other (inscribe)								
	<p>The student's workload on all bases amounts to 1 ECTS point for 30 hours of work per semester and is estimated as:</p> <table border="1"> <thead> <tr> <th><i>Commitment</i></th> <th><i>Hours (estimate)</i></th> </tr> </thead> <tbody> <tr> <td>17. Attending classes (including lectures and exercises)</td> <td>75</td> </tr> <tr> <td>18. Preparation for the lectures and exam through self-study</td> <td>60</td> </tr> <tr> <td>19. Preparation of simulation project</td> <td>45</td> </tr> </tbody> </table>						<i>Commitment</i>	<i>Hours (estimate)</i>	17. Attending classes (including lectures and exercises)	75	18. Preparation for the lectures and exam through self-study	60	19. Preparation of simulation project
<i>Commitment</i>	<i>Hours (estimate)</i>												
17. Attending classes (including lectures and exercises)	75												
18. Preparation for the lectures and exam through self-study	60												
19. Preparation of simulation project	45												
3.3. Student workload													
4. GRADING													
4.1. Project grading	Valuation Element	Poor	Satisfying	Above average									
	Design of model (50%)	Model not workable or not covering basic features of system it has to represent.	Workable model which covers basic features of the system it represents	Student designs model on the level of abstraction which will provide all KPI for decision making. Selects distributions for stochastic variables optimally.									
	Simulation run (10 %)	Does not understand the influence of parameters for simulation run on simulation results	Students understands influence of simulation run parameters on results.	Based on variability of stochastic inputs students optimally selects parameters for simulations run.									
	Result Analysis (40%)	Student is not capable to interpret results of simulation run.	Student correctly interprets simulation results based on received statistics.	Students selects best decision based on simulation results and is capable to perform what-if analysis and parameters optimisation.									

4.2. Colloquium / exam grading	Poor		Satisfying		Above average				
	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 were not originally given.				
4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-74,9% of attendance		75-79,9% of attendance		80-89,9% of attendance		90-100% of attendance	
		2 points		5 points		10 points		20 points	
	Project	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			
5. ADDITIONAL INFORMATION ABOUT THE COURSE									
5.1. Compulsory literature (available in the library and through other media)	Title					Number of copies in the library		Availability via other media	
	7. LAW, Averill M., Simulation Modeling and Analysis, 4th ad., McGrow Hill, 2007					1		Available On-line	
	8. VERSCHUUREN, Gerard, Excel Simulations, Holy Macro, 2014.					1		Available On-line	
	9. KELTON, D.W., SADOWSKY R.P., SADOWSKY, D., Simulation with Arena, 2nd Ed., McGrow Hill 2003					1		Available On-line	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	14. Waters D.: Quantitative Methods for Business, FT Prentice Hall, 5rd Ed.					1		Available On-line	
	15. Winston W., Albright C.: Practical Management Science, South Western 3 rd Ed.					1		Available On-line	
	16. Lehman D., Groenendaal H.: Practical Spreadsheet Modeling Using @Risk 1st Ed., CRC Press, 2019					1		Available On-line	

<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, Piazza platform and on the web pages of the Polytechnic. Students can contact the teachers in person during the consultation term (at least one hour per week), while brief questions and explanations can be addressed during classes. It is possible to contact teachers via e-mail and schedule on-line meeting via Zoom and Teams platforms.</p>

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	METHODS OF SCIENTIFIC RESEARCH	1.8. ISVU course code	129875
1.2. Lecturer	MA Gina Lugović, S. Lecturer	1.9. MOZVAG course code	
1.3. Assistants and/or associates	?	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	45L+15S
1.4. Study programme (specialist, undergraduate, graduate)	Professional graduate study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , materials available online, 0% of course online.
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1
1.6. Study year	2.	1.13. Modernization	<input 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 type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce students to - types of scientific and professional papers, - research into science, - methods and phases of research work, - data collection methods in the research process, - research instruments, - processing and data analysis, - and by applying acquired knowledge in research processes and writing.		

2.2. Terms of course entry and required competences	No input competence.					
2.3. Learning outcomes on the study programme level	LO2: To individually and responsibly search relevant literature for reaching solutions and conclusions					
	LO9: 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	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	1. Advocate for the importance of ethical issues and principles in the research process				5	
	2. To propose and decide on adequate methods of data collection in the research process,				6	
	3. Combine acquired knowledge in research processes and in research writing,				6	
	4. Explain the basic principles of critical review of relevant literature independently and responsibly, and correctly present the literature used,				4, 6	
	5. Combine acquired knowledge in writing and interpreting your own research.				6	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1	Introduction to the course and a detailed performance plan	-	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic	-	10 hours
		General about science. Defining science. The scientific objective and scientific method.	1, 2, 3, 4, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic	In written exams they can define science. They can explain the scientific purpose and scientific methods.	10 hours
2.	Research and research philosophy. Types of research. Research ethics. Basic principles of critical review of literature.	1, 4	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic discussed are applied in seminar work.	In written exams, they can define and explain research and research philosophy, types and ethics of research, and will discuss the importance of ethical issues in research. They know how to explain	12 hours	

					the basic principles of critical review of relevant literature.	
3.	Quantitative methodology. The basic features of a quantitative approach.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic		In the written exams they know how to explain the quantitative methodology and the basic features of the quantitative approach.	10 hours
4.	Qualitative methodology. Principles of qualitative research.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic.		In written exams they know how to explain qualitative methodology and principles of qualitative research.	10 hours
5.	Selection and definition of research problem. Collecting literature. Development of the theoretical framework. Defining the goals of the research.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic		In the written exams, they know how to propose and define a research problem (s). They know how to gather literature for a theoretical framework of research and define the goal (s) of research.	12 hours
6.	Defining variables and scale of measurement. Defining a hypothesis.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic		In written exams, they can define variables and explain measurement scales, and formulate hypotheses.	12 hours
7.	Drawing up a research project. Determination of the sample and types of research.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic		On written exams they know how to draft research. They know how to determine a pattern for certain types of research.	10 hours
8.	Methods of data collection: desk analysis, content analysis, case study, observation..	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic		In written exams, they can explain and suggest methods of data collection: desk analysis, content analysis, case study and observation for specific research.	12 hours
9.	Methods of data collection: Survey..	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and		In written exams they know how to explain and suggest methods of data collection: a survey for specific research.	14 hours

				presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic		
	10.	Methods of data collection: interview, focus group.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic	In written exams they know how to explain and suggest methods of data collection: interview and focus groups for specific research.	12 hours
	11.	Methods of data collection: other research methods.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic	Written exams know how to explain and suggest methods of data collection: other research methods, for specific research	10 hours
	12.	Compilation of research instrument.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic	They can explain and design research instruments in written exams.	20 hours
	13.	Processing and analysis of data. Showing results. Discussion and Conclusion.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic	In the written exams they know how to explain and decide the type of data processing and analysis. They know how to design results. They know how to explain and choose a way to discuss and formulate a conclusion.	14 hours
	14.	Instructions and tips for making work. Language and style of writing.	2, 3, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic	In the written exams, they can explain the importance of instructions and tips for writing a paper, and decide on the language and style of writing a paper.	12 hours
	15.	Types of scientific and professional papers.	1, 2, 3, 4, 5	They listen to a lecture, read literature, and use the Internet. At the seminar classes, they individually explore the content of this topic area by searching the database and creating a seminar paper that presents the acquired knowledge and presents their own ideas, and ways to solve problems. In group work, the brainstorming method and the method of discussing the topic.	In the written exams they can explain the types of scientific and professional papers.	10 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	Attendance at lectures, submitted seminar papers.					
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	Project	/
	Experimental work	/	Research	/	Practical work	/
	Essay	/	Report	/	Continuous examination	/
	Colloquium	/	Seminar paper	2	Other (inscribe)	/
	Class activities	/	Oral exam	/	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:					
	Commitment			Hours (estimate)		
	20. Attending classes			60		
	21. Creating and Presenting seminar paper			30		
	22. Preparation for the Colloquium / exam through self-study			90		

4. GRADING

4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average
	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	Poor		Satisfying		Above average	
	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	Created mental map. 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		
	60 – 64,9%		2 (sufficient)	D		
	50 – 59,9%		2 (sufficient)	E		
5. ADDITIONAL INFORMATION ABOUT THE COURSE						
5.1. Compulsory literature (available in the library and through other media)	Title				Number of copies in the library	Availability via other media
	1. Mejovšek, M. (2008.). Metode znanstvenog istraživanja, I dio, str. 3-195. Jastrebarsko: Naklada Slap.				5	
2. Milas, G. (2009.). Istraživačke metode u psihologiji i drugim društvenim znanostima (str. 3-47, 51-59, 335-612,), 2. izdanje. Jastrebarsko: Naklada Slap.				3		
5.2. Additional literature (at the moment of changes and/or amended of study programme)	1. Milas, G. (2009.). Istraživačke metode u psihologiji i drugim društvenim znanostima (str. 63-90), 2. izdanje. Jastrebarsko: Naklada Slap.				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 ABOUT THE SUBJECT			
1.1. Title	Management of EU projects	1.8. ISVU course code	146384
1.2. Lecturer	Domagoja Buljan Barbača, PhD	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)
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	2.
1.6. Study year	2 nd	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	<ul style="list-style-type: none"> • Train students to be able to participate in the preparation and implementation of EU-funded projects. The key objective is to equip students with the basic knowledge and skills necessary for the successful accession and management of projects financed by EU financial instruments.
2.2. Terms of course entry and required competences	Conditions for enrollment on 2 nd year of study.

2.3. Learning outcomes on the study programme level	LO1. Organize and guide work in the team, and critically judge the opinions and attitudes of the team's stakeholders..					
	LO2. Independently and responsibly search relevant literature for solutions and conclusions.					
	LO9. Choose the research method, conduct market research and interpret the results of the research conducted.					
	LO13. Propose decisions on production, operations, flows, capacities, costs and processes using analysis and monitoring of the achieved indicators and results.					
	LO15. Identify the possibility of financing projects from European Union funds and programs and to actively participate in applications for competitions and project preparation.					
	LO10. Identify various problems, risks and risky situations in modern management and management and propose adequate solutions for identified problems and risk management mechanisms based on the analysis of the company's health.					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	1.	Know how to define and link key concepts related to the management of EU projects,			1, 1	
	2.	Identify and evaluate the European structural funds conducive to the financing of specific projects,			1, 5	
	3.	Justify the institutional framework for the implementation of EU funds financing in the Republic of Croatia and explore its functionality,			2, 5	
	4.	Explain and graphically display project cycle management,			3,3	
	5.	Know how to create and use a logic matrix,			6, 3	
	6.	Know how to find and interpret current tenders for EU projects,			4, 4	
	7.	Draw up a project application; Know how to plan the implementation of EU projects,			6, 3	
	8.	Participate in the creating EU projects and write reports.			2, 6	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1	Introduction to the course and detailed performance plan of teaching.	-	They listen to the lecture. At the seminar, they can learn about the contents of the course and documents placed on the e-Learning page of the course.	-	2 hours
		The foundations of the functioning of the European Union.	1, 3, 6	They listen to the lecture and read the literature.	In a colloquy or written and oral exam define the fundamental principles of the functioning of the European Union. They describe the roles, powers and reciprocity of the actions of the EU.	4 hours
	2.	Overview of historical development-emergence and development of the EU.	1, 2, 6	They listen to the lecture and read the literature. At the exercises they form working teams and define their roles in the project team.	In a colloquy or written and oral exam, they can explain the fundamental principles of the functioning of the EU, the most important institutions and their fundamental roles and powers.	12 hours

	3.	Use of funds: EU strategies and policies for the period 2014.0-2020.	1, 6, 7	They listen to the lecture and read the literature. At thee exercises they investigate and analyze open calls for funding from European sources.	In a colloquy or written and oral exam can list and distinguish funding opportunities from European sources. Determine the time-stream of availability of individual sources of fionance as well as spot differences in application.	12 hours
	4.	European structural and investment funds. Union programmes.	1, 2, 3, 6, 7	They listen to the lecture and read the literature. At the exercises they discuss the possible application of the project proposal by linking to the text of one of the currently open or closed tenders from the site www.strukturifondovi.hr	In a colloquy or written and oral exam can access the relevant sources of information and evaluate and review them critically.	10 hours
	5.	Institutional framework for implementation of EU funds in CROATIA.	1, 2, 3, 6, 7, 8	They listen to the lecture and read the literature. At the exercises they discuss the basic guidelines for drafting their project proposal. They apply analysis of the problem-making the problem tree.	In a colloquy or written and oral exam, they can define and describe the basic mechanisms for implementing funding from EU funds. They know how to create a problem tree and identify the causal links between the problems associated with the underlying problem on which the base project idea is focused.	10 hours
	6.	Project Cycle Management.	1, 3, 4, 6, 7,8	They listen to the lecture and read the literature. At the exercises they continue to work on the project idea and to create a goal tree and carry out stakeholder analysis.	They can define and describe how the project cycle is managed by a colloquy or written and oral exam. They know how to create a goal tree and carry out stakeholder analysis.	10 hours
	7.	Defining the basic characteristics of the project. The elements and the course of the project cycle.	1, 2, 3, 4, 5, 6, 7, 8	They listen to the lecture and read the literature. At the exercises they continue to work on the project idea and make corrections to the problem tree, the goal tree and the outcome of the stakeholder analysis.	In a colloquy or written and oral exam, they can define and apply the tools they use: The problem tree, the goal tree on the specific project idea they are making. Parse the project to the relevant elements and identify the progress of the project implementation.	20 hours
	8.	Logical matrix Access (PLM). Emergence and use in EU projects. Defining PLM.	1, 4, 5, 6, 7	They listen to the lecture and read the literature. They build a logic matrix for their project on exercises. Define the elements that the tool seeks at the level of general and specific objectives.	They can define and describe access to the logical matrix in a Colloquy or written and oral exam. They can define the requirements of the logical matrix and the methodology of its filling.	12 hours
	9.	Main steps PLM. Information contained in the logical matrix-structure LM. PLM-elaborated analysis and planning phases.	1, 2, 3, 4, 5, 6, 7, 8	They listen to the lecture and read the literature. At the exercises theycontinue to create a logical matrix for the project. Define the elements that the tool requires at the level of results and activity.	In a colloquy or written and oral exam, they can define and describe the logic matrix for a given project. Define the time course of the project phases	16 hours

	10.	Stakeholder analysis: Target groups, Cranji users, Partners, associates. Problem analysis: Creating a problem tree. Goal analysis: Creating a tree of goals. Analysis and selection of strategy.	1, 2, 3, 4, 5, 6, 7, 8	They listen to the lecture and read the literature. In the discussions with all students, they make corrections to the previously crafted tools.	They know how to define and describe the basic steps of designing and selecting a strategy in a colloquy or written and oral exam.	8 hours
	11.	Preparation of the project budget. The most common cost categories. The most common mistakes in budgeting.	1, 2, 3, 4, 5, 6, 7, 8	They listen to the lecture and read the literature. They build a framework for the budget on exercises.	In a colloquy or written and oral exam, they can define and describe the process of designing the project. They can also express and present the basic elements and functionality of the budget as a compulsory tool.	12 hours
	12.	Determining project activities. Managing activities, resources and costs	1, 2, 3, 4, 5, 6, 7, 8	They listen to the lecture and read the literature. At the exercises they connect the elements of the project, activities and costs.	In a colloquy or written and oral exam, they can define and describe how the relationship between project activities, resources and costs is created.	10 hours
	13.	Completing the project application. Evaluation of the project application. Steps in the evaluation.	1, 2, 3, 4, 5, 6, 7, 8	They listen to the lecture and read the literature. On the exercises they fill the reduced project application of the projects they made during the semester.	They know how to define and describe the process of evaluating project proposals in a Colloquy or written and oral exam. They know the criteria and methodology for conducting the evaluation process.	12 hours
	14.	Challenges of implementation, monitoring and reporting (visiting lecture).	1, 2, 3, 5, 6, 7, 8	They listen to the lecture and read the literature.	In a colloquy or written and oral exam they can describe and critically judge the presented project from the real sector with an emphasis on understanding the challenges of implementing and monitoring the progress of the project.	10 hours
	15.	Examples of good practice (visiting lecture).		They listen to the lecture and take time be individually prepared for the exam.	In a colloquy or written and oral exam they can describe and critically judge the presented project from the real sector with an emphasis on understanding the challenges of implementing and monitoring the progress of the project.	20 hours

3. EVALUATION OF STUDENT WORK

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"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject.
	<p>Students can pass the final exam in two ways: a) during the course through continuous student attendance (active participation in the lessons, creating mental map, solving case studies, making and presenting the seminar paper and passing two colloquia); b) during the course (active participation in the lessons, creating mental map, 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	1,5	Written exam	2 (by submitting both colloquiums the student is relieved of an written examination)	Project	1,5
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	3 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	0,5	Other (inscribe)	
	Class activities		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:					
	Commitment			Hours (estimate)		
	23. Attending classes			45		
	24. Creating and Presenting seminar paper			45		
	25. Preparation for the Colloquium / exam through self-study			30		

4. GRADING

4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average
	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	Poor		Satisfying		Above average	
	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	Created mental map. 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		
		60 – 64,9%	2 (sufficient)	D		
		50 – 59,9%	2 (sufficient)	E		

5. ADDITIONAL INFORMATION ABOUT THE COURSE			
	Title	Number of copies in the library	Availability via other media
5.1. Compulsory literature (available in the library and through other media)	6. Upravljanje EU projektima (2014.), Zagreb, TIM4PIN d.o.o.	5	Available On-line
	7. Tufekčić, M., Tufekčić, Ž., (2013.) EU politike i fondovi: 2014.-2020., Zagreb, Plavi partner.	5	Available On-line
5.2. Additional literature (at the moment of changes and/or amended of study programme)	17. www.strukturnifondovi.hr		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 to the dbuljanb@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 ABOUT THE SUBJECT			
1.1. Title	Cost-Benefit Analysis	1.8. ISVU course code	187560
1.2. Lecturer	Jelena Žaja, mag.oec., lec.	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)	Specialist Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%
1.5. Course status (obligatory, optional)	Optional	1.12. Number of course revisions	1.
1.6. Study year	2 nd	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	The aim is that students acquire basic theoretical and practical knowledge of cost-benefit analysis as a tool for assessing the acceptability of investment projects. Prepare students for assessing the financial sustainability of an investment project as well as evaluating its overall social impact.		
2.2. Terms of course entry and required competences	No requirements.		

2.3. Learning outcomes on the study programme level	LO1. Organize and lead the team work, and critically judge the opinions and attitudes of the team's stakeholders					
	LO2. Individually and responsibly search relevant literature for solutions and conclusions					
	LO14. Analyze and compare indicators of economic development of the Republic of Croatia, critically reflect on contemporary trends in the Republic of Croatia					
	LO15. Identify the possibility of financing projects from European Union funds and programs					
	LO17. Assess the acceptability of an investment project based on economic-financial analysis made with the help of modern tools and techniques.					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 1. <i>Recapture,</i> 2. <i>Understanding,</i> 3. <i>Application,</i> 4. <i>Analysis,</i> 5. <i>Evaluation,</i> 6. <i>Synthesis</i>	
	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	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	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	8 hours	

					perspective of different participants in the analysis and their influence on implementation of the analysis.	
	3.	Formal concepts of cost benefit analysis. Components of analysis.	1, 2, 6, 7	Listen to the lecture and read the literature. On practical exercises students, 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.	In a colloquy or written and oral exam students can define, categorize and connect basic terms in CBA. Can construct a diagram which connects seven basic components of CBA.	8 hours
	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 future and present value of money.	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 analysis. Seminar paper created and presented (using computer programs).	10 hours

	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.	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 presents the acquired knowledge and presents their own ideas, and ways to solve problems.	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
	13.	Risk assessment. Sensitivity analysis.	1, 5, 6, 7	Listen to the lecture and read the literature.	In a colloquy or written and oral exam students are able to identify and analyze key project risks, Seminar paper created and presented (using computer programs independently).	10 hours

				On practical exercises independently with use of computer they make risk analysis.		
	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

3. EVALUATION OF STUDENT WORK

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"> • 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; • 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; • More than 50% ECTS credits - students have the right to access the final exam of the subject. <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>
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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 an written examination)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	4 (by submitting both colloquiums the student is relieved of a written and oral examination)	Seminar paper	0,5	Other (inscribe)	
	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:			
	<i>Commitment</i>	<i>Hours (estimate)</i>		
	1. Attending classes	60		
	2. Creating and Presenting seminar paper	15		
	3. Preparation for the Colloquium / exam through self-study	105		
4. GRADING				
4.1. Seminar paper grading	Valuation Element	Poor	Satisfying	Above average
	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	Poor	Satisfying		Above average
	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	
		60 – 64,9%	2 (sufficient)	D	
		50 – 59,9%	2 (sufficient)	E	
5. ADDITIONAL INFORMATION ABOUT THE COURSE					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability via other media
	10. 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
	11. Korunić, K. (2017). *CBA –Analiza troškova i koristi*. Tim4pin, Zagreb.			3	
5.2. Additional literature (at the moment of changes and/or amended of study programme)	12. 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
	18. Boromisa, A. (2016). *Od troškova do koristi: analiza troškova i koristi u pripremi projekta*. Alinea, Zagreb.			3	
	19. 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.</p> <p>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>

3. GENERAL INFORMATION			
1.1. Course lecturer	Anita Grubišić	1.8. Course code in ISVU	
1.2. Course title	Financial Institutions and Markets	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates	Guest lecturers	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	45 P + 15 P
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Management	3.10.1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , course materials are on-line, 0%
1.5. Course status (obligatory, optional)	Optional	3.11.1.12. Number of course revisions	1
1.6. Year of study	2	1.13. Modernization	Yes
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X <input type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	Study of financial market, capital market in Croatia. Understanding the functioning of the capital market, understanding the relationship between supply and demand for securities, and a series of activities undertaken by financial institutions operating in the market. The problem of crisis and fraud in capital markets. Analysis of the situation on the Croatian capital market		
2.2. Terms of course entry and required competences	No conditions		

2.3. Learning outcomes on the study programme level	<p>To individually and responsibly search relevant literature for reaching solutions and conclusions in Croatian and foreign languages.</p> <p>To analyse business environment, distinguish the company's competitive advantages and propose different business strategies to achieve the company's goals</p> <p>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>To apply and valorise qualitative and quantitative methods of business decision-making in solving economic and managerial problems through program support</p> <p>To analyse and compare indicators of economic development of the Republic of Croatia, critically reflect on contemporary trends in the Republic of Croatia, and propose solutions to stimulate economic prosperity</p> <p>To identify various problems, risks and risky situations in modern management and propose adequate solutions for identified problems and risk management mechanisms based on the company`s state analysis</p> <p>To assess acceptability of an investment project based on economic-financial analysis made with the help of modern tools and techniques</p> <p>To valorise and apply basic legal institutions in business environment</p> <p>To interpret the importance of financial markets for the entire economy, the role and importance of financial intermediaries, and polemicize the outcomes and consequences of asymmetric information acting on financial market participants and business entities</p>					
2.4. Expected learning outcomes on the course level	<p>Learning outcomes according to the Bloom`s taxonomy: (up to two verbs per LO)</p> <p>Assess the importance of financial markets for the health of the entire economy of a particular country, and the role and importance of financial intermediaries.</p> <p>Accurately evaluate the outcomes and consequences of asymmetric information on financial market participants.</p> <p>Properly define the money market, its role and participants, describe money market instruments.</p> <p>Categorize types of capital markets; distinguish types of securities and types of financial institutions, and types of banks and loans.</p> <p>Distinguish the most important financial institutions of the non-banking sector, describe the role and importance of insurance companies, pension and investment funds, and the leasing and factoring companies.</p>					<p>Level of LO:</p> <p>1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis</p> <p>4,5 4,5 3,4 5,6</p>
2.5. Course content according to detailed curriculum schedule	<p>Number</p>	<p>Thematic unit</p>	<p>LO of the course</p>	<p>Content/teaching method</p>	<p>Evaluation</p>	<p>Duration</p>
1.	Introductory lecture. Financial system.	1,2,3	They listen to a lecture and read literature. They work on their own and in team workouts.	On the written and oral exam they define the basis of financial system.	12	
2.	Financial markets. Capital Markets and Money Market.	1,2,3	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they can define and explain the parts of the financial system.	12	
3.	Primary and Secondary Market. Financial institutions.	1,2,3	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to analyze and evaluate the divisions of markets and financial institutions.	12	
4.	Capital Market Institutions. Regulation and control. Capital Markets Securities	1,2,3	They listen to a lecture and read literature. They work on their own and in team workouts.	On the written and oral exam they know how to apply the Legal Framework for Regulation and Supervision of Capital Market Institutions.	12	

	5.	Central Banking and Monetary Policy Management. Banks.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to value and synthesize securities of the capital market.	12
	6.	Types of banks. Banking risks.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	At the written and oral exam they know how to evaluate and synthesize central banking and monetary policy management. At the written and oral exam they know how to evaluate and synthesize banks and types of banks.	12
	7.	Pension reform. Pension funds	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In both the written and oral examinations, they know how to evaluate and synthesize pension funds.	12
	8.	Investment funds.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	At the written and oral exam they know how to evaluate and synthesize the importance and work of financial market and supervisory institutions.	12
	9.	Insurance companies.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize mutual funds and insurance companies.	12
	10.	The Zagreb Stock Exchange.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to value and synthesize the stock market	12
	11.	Money Market Zagreb.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to value and synthesize the money market.	12
	12.	Field work.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	At the written and oral exam, they know how to synthesize and evaluate - the importance of the existence of financial institutions and markets in regulated companies.	12
	13.	Movements in modern finances.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	At the written and oral exam they know how to evaluate and synthesize trends, trends in modern finance.	12
	14.	Financial Institutions and Markets	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	At the written and oral exam, they know how to synthesize and evaluate - the importance of the existence of financial institutions and markets in regulated companies.	12
15.	Guest lecturer.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	At the written and oral exam, they know how to synthesize and evaluate - the importance of the existence of financial institutions and markets in regulated companies.	12	

3. EVALUATION OF STUDENTS` WORK

3.1. Students` obligations	Attendance (in accordance with the Rulebook on Studying) and the preparation of homework assignments are required for signature.
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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		Project	
	Experimental work		Research		Practical work	1
	Essay		Report		Continuous examination	1
	Colloquium		Seminar paper	1	Other	
	Class activity	1	Oral exam	1	Otheer	
3.3. Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: 5. Attending classes and exercises 60 hours 6. Preparing colloquia or exams through individual work 120 hours					
4. GRADING SYSTEM						
4.1. Grading seminar papers	-					
4.2. Grading colloquia/ written and oral exam	Unsatisfactory		Satisfactory		Above average	
	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	Active course attendance	70-75% of attendance	76-86% of attendance	87-100% of attendance	Max. Points	
		4 points	7 points	10points	20 points	
	Seminar paper					
	Colloquia/ Written exam	2	3	4	5	
		50-64,9%	65-79,9%	80-89,9%	90-100%	
		41points	53 points	65 points	72 points	
	Oral exam	2	3	4	5	
9 points		12 points	15 points	18 points		

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

5. ADDITIONAL COURSE INFORMATION

5.1. Compulsory literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Lešić, Z., Grgurek, M., Financijske institucije i tržišta, Zaprešić, 2014		YES
5.2. . Additional literature (at the moment of changes and/or amended of study programme)	1. Klačmer Čalopa M.; Cingula, M.: Financijske institucije i tržište kapitala, TIVA, Varaždin, 2009. 2.Saunders, A. i Cornett, M. M.: Financijska tržišta i institucije, 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. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<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.</p> <p>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>		
5.4. Informing about the course and contacting the teacher	<p>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).</p>		

4. GENERAL INFORMATION			
1.1. Course lecturer	Anita Grubišić	1.8. Course code in ISVU	
1.2. Course title	Controlling	1.9. Course code in MOZVAG	
1.3. Assistants and/or associates	Guest lecturers	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	45 P + 15 P
1.4. Study programme (specialist, undergraduate, graduate)	Specialist Graduate Professional Study of Management	4.10.1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st , course materials are on-line, 0%
1.5. Course status (obligatory, optional)	Optional	4.11.1.12. Number of course revisions	1
1.6. Year of study	2	1.13. Modernization	Yes
1.7. Credit score (ECTS)	6	1.14. Percentage estimate of course changes and/or supplements	Less than 20% X <input type="checkbox"/> More than 20 % <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	To master the system, model and processes of controlling. Gain knowledge of strategic, tactical and operational planning and forecasting. Master the production of managerial reports.		
2.2. Terms of course entry and required competences	No conditions		

2.3. Learning outcomes on the study programme level	<p>Independently and responsibly search the relevant literature for solutions and conclusions, Analyse the environment of the company, differentiate the competitive advantages of the company and propose different business strategies towards achieving the goals of the company Analyse and interpret key business trends and innovations in micro and macro business environments and propose innovative solutions and tactics for business innovation Apply and evaluate qualitative and quantitative business decision-making methods in solving economic and managerial problems using software Propose decisions on production, operations, flows, capacities, costs and processes using analysis and monitoring of achieved indicators and results</p>					
2.4. Expected learning outcomes on the course level	<p>Learning outcomes according to the Bloom's taxonomy: (up to two verbs per LO)</p>				<p>Level of LO: 1- remembering, 2- understanding, 3- application, 4-analysis, 5-evaluation, 6-synthesis</p>	
	<p>1. Develop a management balance sheet, income statement and cash flow plan. 2. Know the model and processes of controlling. 3. Display the relationship of controlling function with other functions in the company. 4. Forecasting the business (rolling forecast). 5. Develop annual and operational business plans.</p>				<p>4,5 4,5 3,4 5,6</p>	
2.5. Course content according to detailed curriculum schedule	Number	Thematic unit	LO of the course	Content/teaching method	Evaluation	Duration
	1.	Introductory lecture Controlling basics: mission, model, system.	1,2,3	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they define the mission, model and controlling system.	12
	2.	Fundamentals of Controlling: Processes and Instruments.	1,2,3	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to distinguish between the processes and instruments of controlling.	12
	3.	Management financial statements.	1,2,3	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to analyze and evaluate the managerial financial statements.	12
	4.	Management non-financial reports.	1,2,3	They listen to a lecture and read literature. They work on their own and in team workouts.	On the written and oral exam they know how to analyze and evaluate non-financial reports.	12
	5.	Deviation analysis.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they can evaluate and synthesize the results of the discrepancy analysis	12
	6.	Risk analysis.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	They can evaluate and synthesize the results of risk analysis in both written and oral examinations.	12
	7.	Planning: operational, tactical, strategic.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam, they know how to evaluate and synthesize operational, tactical and strategic planning.	12
	8.	Budgeting.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize the budgeting process.	12

	9.	Forecasting.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize the forecasting process.	12
	10.	Guest lecturers.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	At the written and oral exam they know how to evaluate and synthesize the introduction and application of the controlling process in companies.	12
	11.	Analysis of financial statements. Business Analysis.	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to value and synthesize the creation of value-added in enterprises by applying controlling.	12
	12.	Contemporary Controlling: Partnership, Competencies, Modern Application and Philosophy	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	They are able to evaluate and analyze financial statements in both written and oral examinations.	12
	13.	Guest lecturers	4,5	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and analyze the company environment.	12
	14.	Final lecture. Repetition of material.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to evaluate and synthesize modern controlling.	12
	15.	Signatures.	4,5,6,	They listen to a lecture and read literature. They work on their own and in team workouts.	In the written and oral exam they know how to synthesize and evaluate - controlling system and its complete application in the company.	12

3. EVALUATION OF STUDENTS` WORK

3.1. Students` obligations	Attendance (in accordance with the Rulebook on Studying) and the preparation of homework assignments are required for signature.					
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		Project	
	Experimental work		Research		Practical work	1
	Essay		Report		Continuous examination	1
	Colloquium		Seminar paper	1	Other	
	Class activity	1	Oral exam	1	Otheer	
3.3. Student workload	Student workload on all bases for 1 ECTS credit is 30 hours in a semester and is estimated as: 1. Attending classes and exercises 60 hours 2. Preparing colloquia or exams through individual work 120 hours					

4. GRADING SYSTEM					
4.1. Grading seminar papers	-				
4.2. Grading colloquia/ written and oral exam	Unsatisfactory	Satisfactory		Above average	
	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	Active course attendance	70-75% of attendance	76-86% of attendance	87-100% of attendance	Max. Points
		4 points	7 points	10points	20 points
	Seminar paper				
	Colloquia/ Written exam	2	3	4	5
		50-64,9%	65-79,9%	80-89,9%	90-100%
		41points	53 points	65 points	72 points
	Oral exam	2	3	4	5
9 points		12 points	15 points	18 points	
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	

5. ADDITIONAL COURSE INFORMATION			
5.1. Compulsory literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Očko, J., & Švigir, A. (2009). Kontroling: upravljanje iz backstagea. Alitus savjetovanje.		YES
5.2. . Additional literature (at the moment of changes and/or amended of study programme)	<ol style="list-style-type: none"> Osmanagic Bedenik, N. (2007). Kontroling Abeceda poslovnog uspjeha (Controlling Alphabet of Business Success). Skolska knjiga, Zagreb. Belak, V., Menadžersko računovodstvo, RRIF, Zagreb, 1995. Grubišić, A.; Analiza poslovanja, skripta, Veleučilište u Šibeniku, 2010. 	2	
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<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.</p> <p>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>		
5.4. Informing about the course and contacting the teacher	<p>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).</p>		

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	Public procurement	1.8. ISVU course code	202150
1.2. Lecturer	Mr. Alenka Poljičak, dipl.oec., viši predavač	1.9. MOZVAG course code	
1.3. Assistants and/or associates	Nema	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)	Specialist Graduate Professional Study of Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	1 st – materials available On-line, 0%
1.5. Course status (obligatory, optional)	Electoral (I)	1.12. Number of course revisions	3.
1.6. Study year	2. year	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>The aim of the course is to familiarize students with the public procurement system, its basic concepts and procedures, also basic knowledge and skills for conducting public procurement procedures. There are some case that will help students with:</p> <ul style="list-style-type: none"> ➤ to acquire practical knowledge on the compilation of documents in the public procurement system; ➤ for procedural procedures that follow public procurement. 		
2.2. Terms of course entry and required competences	terms required for enrollment in 4nd semester.		

2.3. Learning outcomes on the study programme level	IU6: Analyze and relate core concepts and apply content related to economics, management, accounting and finance					
	IU10: Link basic concepts and apply content related to the field of law for drafting legal acts (contracts, regulations) related to the company or organization					
	Students will acquire the knowledge and skills that will enable them to participate in the public procurement					
2.4. Expected learning outcomes on the course level	Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)				LO Level: 7. <i>Recapture</i> , 8. <i>Understanding</i> , 9. <i>Application</i> , 10. <i>Analysis</i> , 11. <i>Evaluation</i> , <i>Synthesis</i>	
	1.	Define and analyse key terms for public procurement			2,3,4,5,6	
	2.	Identify and explain basic phases in public procurement			2,3,4,5,6	
	3.	Categorize and analyze public procurement entities			2,3,4,5,6	
	4.	Define and analyze the Electronic Public Procurement Classifieds of the Republic of Croatia and understand the public announcements in it			2,3,4,5,6	
	5.	Analyse and apply various version of public procurement procedure			2,3,4,5,6	
	6.	Define and analyse Open procedure for procurement			2,3,4,5,6	
2.5. Course content according to detailed curriculum schedule	Constructive alignment					
	No:	Thematic ensemble / Lecture Topic	Course LO	Content / Teaching Method	Evaluation	Time needed
	1.	Introduction to the Public Procurement System and syllabus	-	They listen to a lecture and get to know the course content and documents on the e-learning course page by working independently on a computer.	-	10 hours
	Introduction in System for PP	2,3,4,5,6	They listen to a lecture and read literature.	At the colloquium or the written / oral examination, they can define the basic meanings of the term public procurement and define public procurement.	10 hours	

	2.	Basic public procurement principles	2,3,4,5,6	They listen to a lecture and read literature. They individually and in a team analyze individual examples of different procurement provisions.	At the colloquium or the written / oral exam, they can identify how to evaluate the basic public procurement principles	10 hours
	3.	Public procurement entities.	2,3,4,5,6	They listen to a lecture and read literature. At the exercises, they explore examples of public procurement entities.	At the colloquium or the written / oral examination, they know how to identify the public procurement entities and the principles of public procurement	10 hours
	4.	Public procurement procedure	2,3,4,5,6	They listen to a lecture and read literature. At the exercises, they explore examples for this thematic.	At the colloquium or the written / oral examination, they know how to identify the public procurement procedure and electronic communication.	10 hours
	5.	Open procure for Public procurement	2,3,4,5,6	They listen to a lecture and read literature. They work online on Electronic tender for public procurement. At the exercises, they explore phases of preparing and implementation Open procedure for PP.	At the colloquium or the written / oral examination, they know how to identify the key phases for open procedure of public procurement.	10 hours
	6.	Restricted and negotiated procedures	2,3,4,5,6	They listen to a lecture and read literature. At the exercises, they analyze the assumptions for these procedures.	At the colloquium or the written / oral examination, they know how to identify the key assumptions for these procedures.	10 hours
	7.	eProcurement	2,3,4,5,6	They listen to a lecture and read literature. They work online on Electronic tender for public procurement. At the exercises, they explore	At the colloquium or the written / oral examination, they know how define and describe Electronic tender for PP.	10 hours

				electronic communication on EOJN platform.		
	8.	Tender Documentation	2,3,4,5.6	They listen to lectures and read literature and work online at the EOJN website. They work in team exercises on a simple form of tender documentation.	At the colloquium or the written / oral examination, they know describe Tender Documentation.	10 hours
	9.	Conditions and evidence of the tenderer's ability to compete in the public procurement system.	2,3,4,5.6	They listen to lectures and read literature and work online at the EOJN website. They work in team exercises on a simple form of tender documentation.	At the colloquium or the written / oral examination, they know to define basic criteria for selection of the bidder.	10 hours i
	10.	Announcements in the public procurement system.	2,3,4,5.6	They listen to a lecture and research the types of posts on the EOJN website. At the exercises, they team up to analyze the various publications and their functionality.	At the colloquium or the written / oral examination, they know to describe various notification in EOJN.	10 hours
	11.	Bids, opening, reviewing and evaluating bids.	2,3,4,5.6	They listen to a lecture and discuss the design and submission of tenders. During the exercises, they team-work on how to prepare and submit a tender in the public procurement system.	At the colloquium or the written / oral examination, they know to explain the way of making and submitting the tender in the public procurement system.	10 hours
	12.	Decision-making process and legal protection	2,3,4,5.6	They listen to a lecture and discuss the completion of procurement procedures and the legal protection of tenderers. At the exercises, the team discusses the role of	At the colloquium or the written / oral examination, they know to define relationship between public entities and bidder.	10 hours

				the tenderer in public procurement.		
	13.	Appeal process.	2,3,4,5,6	They listen to a lecture. At the exercises, they team up to investigate the content of the complaint and the possibilities of delivery to the public procurement system.	At the colloquium or the written / oral examination, they know to explain and analyze appeal process.	10 hours
	14.	Public procurement contracts and contract performance.	2,3,4,5,6	They listen to a lecture and discuss various procurement contracts. At the exercises, they individually explore how a procurement contract is made.	At the colloquium or the written / oral examination, they know to assumption for conclusion of the contract.	10 hours
	15.	Electronic Public Procurement Classifieds	2,3,4,5,6	They listen to a lecture and discuss information on the EOJN web pages. The exercises explore the EOJN web pages individually.	At the colloquium or the written / oral examination, they know Explain EOJN.	10 hours

3. EVALUATION OF STUDENT WORK

3.1. Students` obligations	<p>In accordance with the Rulebook on Study and the Rulebook on Student Assessment and Evaluation: for all full-time students attendance of at least 70%. Part-time students are required to attend a class of at least 50%.</p> <p>Students who have achieved during the course:</p> <ul style="list-style-type: none"> • From 0 - 24.9% of ECTS credits - they score F (unsuccessful) and cannot earn ECTS credits, and must re-enroll in the next academic year; • From 25-49.9% - are assessed by FX (insufficient) and must pass and pass the written exam (test). Written exam (test) can be held in regular or extraordinary exam period; • More than 50% - students have the right to take the final exam. <p>Students can take the final exam in the course in two ways: a) during the course of teaching through continuous monitoring of students (active participation in classes and two exams); b) during class (active participation in teaching and preparation and presentation of exercises) and passing exams (written and oral exam).</p>
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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		Written exam	2 (without colloquium)	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Continuous examination	
	Colloquium	4,5 (without written and oral exam)	Seminar paper		Other (inscribe)	
	Class activities	0,5	Oral exam	2,5 (without colloquium)	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:					
	Commitment			Hours (estimate)		
	1. Attendance			60		
	2. Preparation for the colloquium / exam through self-study			90		
4. GRADING						
4.1. Seminar paper grading	Seminar work is optional.					
4.2. Colloquium / exam grading	Poor		Satisfying		Above average	
	It 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 easily transfers new knowledge, understands the material, explains the terms and concepts supported by examples		Knowledge is at the level of analysis, synthesis and evaluation. It observes the principles of law, accurately and thoroughly explains the content of the material, and logically connects and explains the terms and concepts it supports with examples. Finds solutions that were not originally given. It notes correlations with related material.	

4.3. Creating a final grade according to evaluation elements	Active participation in the lessons	70-75% Attendance	76-86% Attendance	87-100% Attendance	
		3 points	5 points	10 points	
	Seminar paper				
	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	
		60 – 64,9%	2 (sufficient)	D	
		50 – 59,9%	2 (sufficient)	E	
5. ADDITIONAL INFORMATION ABOUT THE COURSE					
5.1. Compulsory literature (available in the library and through other media)	Title			Number of copies in the library	Availability via other media
	1. Law on Public Procurement (NN 120/16) 2. Script - Public procurement system				Online
Additional literature (at the moment of changes and/or amended of study programme))	1. By-laws: Regulations and regulations - new regulations from 2017 Professional Articles, Business Information and Business Cases - Internet Sources, in Croatian and English			5 5	

<p>5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p>	<p>Quality control of students' work and the acquisition of necessary knowledge and skills will be ensured through interactive work. Keeping records of students' attendance and activity in the classroom and information obtained about student progress through the midterm will provide the information needed for further guidance to students in order to increase their work efficiency. Students will be instructed in their rights and obligations as well as working methods and required literature.</p> <p>Quality assurance system indicators: Student survey, monitoring of annual data from the CES at the annual employment status of students, employer surveys and Alumni Association.</p>
<p>5.4. information on the course and contact with the teacher</p>	<p>It is the obligation 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 (mentioned in the introductory lecture), which will be answered as soon as possible (no later than five working days after receiving the e-mail).</p>

1. GENERAL INFORMATION ABOUT THE SUBJECT			
1.1. Title	Semester professional practice	1.8. ISVU course code	146385
1.2. Lecturer	Jasmina Sladoljev , univ. spec. oec.	1.9. MOZVAG course code	
1.3. Assistants and/or associates	Dino Slavica, mag.oec .	1.10. Forms of teaching (number of hours Lecturing + Practical exercises + Seminars + e learning)	160 hours in the company
1.4. Study programme (specialist, undergraduate, graduate)	Specialist graduate professional study program Management	1.11. Level of e- learning application (1 st , 2 nd , 3 rd level), percentage of on line course performance (max. 20%)	Level 1 - Materials Available Online, 0%
1.5. Course status (obligatory, optional)	Mandatory	1.12. Number of course revisions	2 .
1.6. Study year	2 . academic year	1.13. Modernization	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
1.7. Credit score (ECTS)	10	1.14. Percentage estimate of course changes and/or supplements	Less than 20% More than 20% <input type="checkbox"/>
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - allow students to get in touch with the real work environment - educational benefit through practical work on real-life problems with the professional guidance of mentors in the company - easier recruitment of students - connecting companies with the best and most compatible staff - strengthening the links between the Polytechnic of Šibenik and the economy - feedback on the knowledge and skills that today's labor market expects to improve the teaching process 		
2.2. Terms of course entry and required competences	All courses of study should be attended		
	Organize and lead team work, and critically evaluate the opinions and attitudes of team stakeholders Analyse the environment of the company, differentiate the competitive advantages of the company and propose different business strategies towards achieving the goals of the company		

2.3. Learning outcomes on the study programme level	<p>Analyse and interpret key business trends and innovations in micro and macro business environments and propose innovative solutions and tactics for business innovation</p> <p>Critically evaluate existing marketing communication and propose improvements to it in a specific business case and develop basic skills in forming integrated marketing communication</p> <p>Apply and evaluate qualitative and quantitative business decision-making methods in solving economic and managerial problems with software support</p> <p>Develop a management plan and propose a protected area management strategy</p> <p>Develop a public procurement plan and prepare basic documents for conducting an open procurement procedure</p> <p>Suggest decisions about production, operations, flows, capacities, costs and processes using analysis and monitoring of achieved indicators and results</p> <p>Identify the possibility of financing projects from EU funds and programs and actively participate in the applications and the preparation of projects</p> <p>Evaluate the acceptability of an investment project based on an economic-financial analysis made using modern tools and techniques</p> <p>Valorize and apply basic legal institutes in the business environment</p>	
2.4. Expected learning outcomes on the course level	<p>Learning outcomes towards Bloom's taxonomy: (up to two verbs per LO)</p>	<p>LO Level: <i>Recapture,</i> <i>Understanding,</i> <i>Application,</i> <i>Analysis,</i> <i>Evaluation,</i> <i>Synthesis</i></p>
	<p><u>Organize and lead team work, and critically evaluate the opinions and attitudes of team stakeholders</u></p>	<p>3</p>
	<p>Analyze the environment of the company, differentiate the competitive advantages of the company and propose different business strategies towards achieving the goals of the company</p>	<p>4.5</p>
	<p>Analyse and interpret key business trends and innovations in micro and macro business environments and propose innovative solutions and tactics for business innovation</p>	<p>4.6</p>
	<p>Critically evaluate existing marketing communication and propose improvements to it in a specific business case and develop basic skills in forming integrated marketing communication</p>	<p>3,4,5</p>
	<p>Apply and evaluate qualitative and quantitative business decision-making methods in solving economic and managerial problems with software support</p>	<p>3.4</p>
	<p><u>Develop a public procurement plan and prepare basic documents for conducting an open procurement procedure</u></p>	<p>3.6</p>
	<p>Suggest decisions about production, operations, flows, capacities, costs and processes using analysis and monitoring of achieved indicators and results</p>	<p>3,4,5</p>
	<p>Identify the possibility of financing projects from EU funds and programs and actively participate in the applications and the preparation of projects</p>	<p>4,5, 6</p>
	<p>Evaluate the acceptability of an investment project based on an economic-financial analysis made using modern tools and techniques</p>	<p>5 , 6</p>
	<p>Valorize and apply basic legal institutes in the business environment</p>	<p>3.6</p>

Constructive alignment					
	Thematic unit	IU course	Content / teaching method	Valuation	It takes time
2.5. Course content according to detailed curriculum schedule	Execution With tručne practices in companies with which The College of has signed the Agreement on professional cooperation professional practice (independent computer lab).	1-10	Students get acquainted with general information, field of activity of the company , organizational structure, legal acts, processes, procedures, departments, programs, services, market, prices, users of services, and in November are accordingly assigned tasks with deadlines for execution taking into account (for individual segments) to be innovative and creative. Students are also given problematic tasks to analyze and propose solutions.	-	120 hours
3. EVALUATION OF STUDENT WORK					
3.1. Students` obligations	In accordance with the Rulebook on Study and the Rulebook on Student Evaluation and Evaluation: students are obliged to perform the Professional Practice in accordance with the signed Agreement on Professional Cooperation between the Polytechnic of Šibenik and a company that operates in the field of tourism for 120 hours. Based on the completed Professional Practice, the student prepares a Journal of Professional Practice. Students bring their professional practice log to the Head of Professional Practice for review. The Head of Professional Practice evaluates the Journal of Professional Practice as satisfied or dissatisfied. Students who are already employed in companies that perform tasks in the field of tourism, and which are in accordance with the study which the student attends, freed tain are performing S tručne practice (should bring a copy of the employment contract as proof of employment as well as a description of operations performed in their workplaces), have no obligation to produce a Journal of Professional Practice .				

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)	Attending classes		Written exam		Project							
	Experimental work		Research		Practical work	10						
	Essay		Report		Continuous checking							
	Kolokviji		Seminar paper		(other type)							
	Teaching activities		Oral exam		(other type)							
3.3. Student workload	<table border="1"> <tr> <td colspan="2">Student workload on all bases is 1 ECTS credit 30 semester hours and is estimated as:</td> </tr> <tr> <td><i>Commitment</i></td> <td><i>Hours (estimated)</i></td> </tr> <tr> <td>1. Practice work</td> <td>160</td> </tr> </table>						Student workload on all bases is 1 ECTS credit 30 semester hours and is estimated as:		<i>Commitment</i>	<i>Hours (estimated)</i>	1. Practice work	160
Student workload on all bases is 1 ECTS credit 30 semester hours and is estimated as:												
<i>Commitment</i>	<i>Hours (estimated)</i>											
1. Practice work	160											
4. GRADING												
4.1. Seminar paper grading	/											
4.2. Colloquium / exam grading	/											
4.4. Creating a final grade according to absolute allocation	/											

5. ADDITIONAL INFORMATION ABOUT THE COURSE			
5.1. Compulsory literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	There is no literature other than instructions and forms provided by leaders, mentors and students		e-learning
5.2. Additional literature (at the moment of changes and/or amended of study programme)			
5.3. Quality assurance methods that ensure the acquisition of knowledge, skills and competences	<p>Quality control of students' work and the acquisition of necessary knowledge and skills will be ensured through interactive work. Keeping records of students' attendance and activity in the classroom and information obtained about student progress through the midterm will provide the information needed for further guidance to students in order to increase their work efficiency. Students will be instructed in their rights and obligations as well as working methods and required literature.</p> <p>Quality assurance system indicators: Student survey, monitoring of annual data with CES - on the annual student employment status, employer survey and Alumni Association.</p>		
5.4. information on the course and contact with the teacher	<p>It is the obligation 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).</p>		

**LEARNING OUTCOME MATRIX OF SPECIALIST GRADUATE PROFESSIONAL STUDY OF MANAGEMENT FOR THE
ACADEMIC YEAR 2019/2020.**

	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15	I16	I17	I18	I19	I20
Statistics				+	+		+		+											
Strategic Management		+	+	+																
Business Ethics and Social Responsibility		+									+									
Psychology for Managers	+	+				+														
Innovation and Technological Strategies	+		+	+		+					+		+							
Public Speaking and Presentation Skills	+	+	+	+	+	+														
Cost Management		+	+	+			+						+							
Quantitative Methods for Business Decision Making		+	+				+						+				+			
Risk Management		+	+	+												+				
Operations Management		+	+				+						+							
Management of Conflict	+	+				+										+				+
Croatian Economy			+											+				+		
Market Research	+	+	+	+					+											
Leadership	+						+	+	+		+									
Business Simulation		+			+		+					+			+			+		
Methods for Scientific Research		+							+											
Management of EU Projects	+	+							+	+			+		+					
Cost Benefit Analysis	+	+												+	+		+			
Financial Institutions and Markets		+	+	+			+							+		+	+	+	+	
Controlling		+	+	+			+						+							
Public procurement																				
Semesterly professional Practice	+		+	+		+	+	+		+			+		+		+	+		
TOTAL NUMBER OF COURSES BY LEARNING OUTCOME	9	16	12	10	3	5	9	2	5	2	3	1	7	3	4	3	4	4	1	1