



UNIVERSITY OF ZADAR
DETAILED PROPOSAL OF THE STUDY PROGRAMME

1. GENERAL INFORMATION OF THE STUDY PROGRAMME				
1.1. Name of the study programme	Postgraduate doctoral study program Business Economics			
1.2. Provider(s) of the study programme	University of Zadar, Libertas International University			
1.3. Type of study programme	Vocational study programme <input type="checkbox"/>		Vocational study programme <input type="checkbox"/>	
1.4. Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input type="checkbox"/>	Doctoral <input checked="" type="checkbox"/>	Postdoctoral <input type="checkbox"/> Postdoctoral specialized <input type="checkbox"/>
1.5. Manner of implementation of the study programme	Classical <input type="checkbox"/>	Mixed (classical + <i>online</i>) <input checked="" type="checkbox"/>		Entirely <i>online</i> <input type="checkbox"/>
1.6. Academic/vocational title earned at completion of study	Doctor of Science (PhD) in the area of social sciences, field of economy			

2. INTRODUCTION	
<p>2.1. Reasons for starting the study programme</p> <ul style="list-style-type: none"> - Assessment of the study programme's usefulness relative to the demand in the labour market in the public and private sectors - Relationship with the local community (economy, entrepreneurship, civil society, etc.) - Name possible partners outside the higher education system that expressed interest in the study programme - Employment possibilities 	<p>The launching of a joint postgraduate doctoral study of Business Economics is based on the existing Cooperation Agreement between the Libertas International University in Zagreb and the University of Zadar, the successful conducting of the joint Diplomacy graduate study program (M.A. level), and the joint postgraduate doctoral study program of International Relations.</p> <p>The postgraduate doctoral study program of Business Economics is based on the Salzburg Principles established in 2005 as part of the Bologna Process, according to which doctoral studies are central to the European research area and the European higher education area. This study represents vertical mobility to a postgraduate level for students who graduated from the field of economics at either of the two universities proposing this program.</p> <p>In this context, the cooperation on a doctoral studies level focused on business economics between the Libertas International University of Zagreb and the University of Zadar should provide a context that offers the appropriate equipment, space and possibilities, including the collaboration achieved through research networks, while encouraging mobility and further training/education for professors and PhD students between the stated institutions.</p> <p>In accordance with the Treaty on the establishing of the European Union and in particular Article 165, it is necessary to recognize the lack of scientists which will, in the near future, seriously threaten the innovation potential of the Union, as well as the level of knowledge and productivity growth. Therefore, all Union members must significantly increase their efforts to attract scientists and to strengthen their role by facilitating the acquirement of conditions necessary for sustainable careers in research and development (R & D), as stated by the European Charter on the responsibility of scientists and the 2005 Scientists Recruitment Code. Furthermore, the same proposal states that sufficient and well-developed human resources within R & D are the cornerstone of scientific and technological development, the enhancement of the quality of life, social security and the development of European competitiveness. Therefore, all forms of mobility should</p>

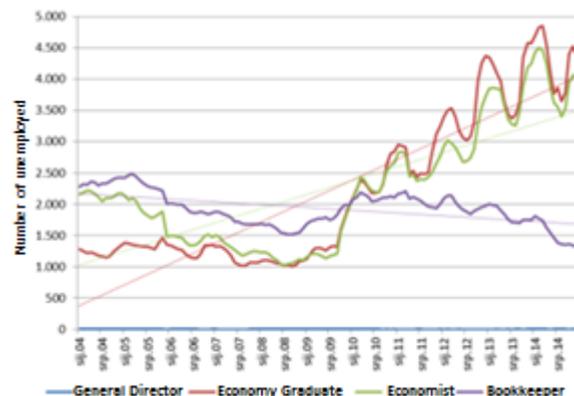


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be supported as part of a comprehensive development policy of human resources within R & D at a national, regional and institutional level, with the aim of creating internationally recognized and socially responsible researchers needed for the further development of science and society as a whole.

According to the Sector Analysis on the Croatian Qualifications Framework (CQF) portal (<http://hkosektor.poslovn.hr/?tmp=naslovna&nvs=0>), the sector of Economy and Trade accounts for 20.70% of which the Economy accounts for 39.34%. In July 2015, there were 358,775 members of the labor force within this sector, out of which 306,446 were employed (20.93% of them employed in the Republic of Croatia) and 52,329 unemployed (20.28% of the unemployed in Croatia), meaning that this sector is significant within a Croatian scale. The unemployment rate in the sector is 14.59% and is lower than the Croatian average (14.98%). In the subsector of Economy the unemployment rate is even lower and it amounts to 13.32%. For the purpose of a clearer presentation of employment trends in the sector, the records for employment trends from the CES (Croatian Employment Service) are analyzed from the period 2004 - 2014 on all CQF levels and according to regions for the most important sector occupations (Figure 1).

Figure 1 Number of employees in selected professions within the sector of Economy and Trade from 2004-2014 in Croatia



Source: <http://hkosektor.poslovn.hr> (visited November 10th 2017)

The presented data indicates a steady increase in the employment of professions requiring a level 6 or above CQF qualification level, whereas at lower CQF levels there is a decrease in the number of employees at annual levels.

At the moment, five universities in the Republic of Croatia (Zagreb, Split, Osijek, Rijeka, Pula) are conducting a postgraduate doctoral



program in Economics, with some universities conducting their programs on several institutions (Zagreb, Rijeka), and other institutions conducting several postgraduate doctoral level study programs in the field of Economics.

At the end of October 2017, according to the Croatian Register of Employment, there were 5 unemployed persons with a completed doctoral education program of Economic sciences in the Republic of Croatia (according to the National Standard Classification of Education, NSCE). The Register of Employment does not have the information on the demand for individuals with a doctoral level of education (internal information of the Croatian Register of Employment).

Consequently, both institutions have recognized the necessity for an integrated and comprehensive approach to a doctoral level of education and they present, along with a number of courses common to all areas of economy as essential basic knowledge, additional attractive elective courses aimed towards a narrower specialization of a doctoral student. All of this is aimed towards the creation of internationally recognized and socially responsible researchers needed for the development of science and societies as a whole.

Within the European Union (EU), the encouraging of research, development and innovation is a key element of European policies whose goal is to achieve growth, productivity and economic competitiveness, while one of the five goals of the Europe 2020 Strategy refers to effective investments in innovation.

The joint research work of the two universities will assure a more efficient withdrawal of EU funds available for this purpose due to the new EU perspective for the period 2014-2020, where all of the elements of the EU innovation system will be adapted according to the needs for rapid transfer of knowledge and technology within the economy. According to the Innovation Union Scoreboard, the Republic of Croatia is classified as a "moderate innovators" state. According to the 2016 report the weaker position of the Republic of Croatia regarding innovation can be explained through some of the following reasons:

- the absence of a so-called systematic innovation policy, or more precisely its inefficiency, the complexity and fragmentation of the Croatian innovation system, which generally lacks better coordination and synergy of its various parts
- a negative economic environment with an absence of technologically relevant companies that would require a more intensive cooperation with the scientific research community, and strengthened in such a way their productive and innovative abilities and encourage the commercialization of research results
- a limited involvement of the business sector in research and development activities



- a lack of innovation in the business sector
- a small number of applied (industrial) researches

According to the data presented in the Report for Croatia 2017, which also provided details regarding prevention and correction of macroeconomic imbalances, which is attached to the Communication from the Commission to the European Parliament document, the Council, the European Central Bank and the Euro group, and which also contains an assessment of the progress made in implementing structural reforms within the framework of the European Semester 2017 (COM (2017) 90 final), it is estimated that the level of research intensity and development is the fifth lowest in the EU.

It is also necessary to further encourage the interest of the business sector to cooperate with scientific organizations in the implementation of research and development projects, since the observed period indicated a lack of interaction between these two sectors. The promotion of co-operation activities are also predicted by the adopted Strategy for the Promoting of Innovation of the Republic of Croatia 2014-2020, as part of the 3rd thematic section titled - Encouraging Collaboration and Transference of Knowledge between the Business, Public and Scientific Research Sector. The planned activities have the following aims – the increasing of application of basic and applied (industrial) research in the economy, the encouraging of joint research projects, the technological development and innovation between industry and scientific research institutions. Further activities are also predicted within the 4th thematic section titled – The Strengthening of Human Potentials for Research, Development and Innovation. It is therefore necessary to encourage a better cooperation between the business and the scientific and research sectors, and to further work on the problem of the scarcity of individuals with doctoral degrees within the business sector, instead of simply satisfying the requirements for academic staff needed at universities.

The average of our doctors of science present in the economy is about 15%, while, for example, within the US this average is about 75%, and in Europe about 50%.

The investing of financial resources, human resources and infrastructure in scientific research contributes to the raising of the level of education of the population, improving health care, improving social life, technological development, economic growth, as well as addressing national and global issues and challenges. Intensive research, a high level of knowledge and the development and recognition of the importance of social and human sciences characterizes developed, successful and rich countries.

The Libertas International University is constantly expanding its network of contacts and agreements with prominent companies from the Republic of Croatia as well as the European Union.



	<p>Through a close cooperation between the Libertas International University and reputable representatives of the economic sector a synergic effect is being created that has as a result a closer cooperation between science and economy. It is also necessary to point out the cooperation with companies such as Privredna banka Zagreb d.d., Sunce concern d.d., Bluesunhotels & Resorts, Plinacro d.o.o., Kraš d.d., Generali osiguranje d.d., as well as the cooperation with the state agency HAMAG BICRO within the HAMAG INVEST program (through which students can realize entrepreneurial ideas), and the Croatian Chamber of Commerce.</p> <p>The University of Zadar is one of the key stakeholders in the development of the regions that are gravitating towards it (the county of Zadar, the Lika – Senj county, as well as the Šibenik - Knin county), and whose development of the highest level scientific verticals is a fundamental interest. It is precisely the field of Business Economics, with its scope, that meets the needs for progress of a community. Therefore, in addition to the economic subjects from the field of tourism, a significant support to the development of this study program is provided by the local and regional government units.</p> <p>The Annex of the Proposal contains the opinion about the establishment of a joint doctoral study program - Business Economics from the following partner institutions: Privredna banka Zagreb d.d., Zagreb Generali osiguranje d.d., Zagreb Bluesun HOTELS & RESORTS, Sunce concern d.d., Zagreb City of Zadar</p>
<p>2.2. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions.</p>	<p>The postgraduate doctoral program Business Economics conforms with the following European documents, recommendations and reports:</p> <p>European strategy for smart, sustainable and inclusive growth http://www.mobilnost.hr/prilozi/05_1300804774_Europa_2020.pdf</p> <p>European Research Area http://ec.europa.eu/research/era/index_en.htm</p> <p>Strategy for Education, Science and Technology of the Republic of Croatia https://vlada.gov.hr/strategija-obrazovanja-znanosti-i-tehnologije-nove-boje-znanja/151</p> <p>Smart Specialization Strategy (S3)</p>



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	<p>https://narodne-novine.nn.hr/clanci/sluzbeni/dodatni/439965.pdf</p> <p>GLASGOW DECLARATION (2005.), EUA, European University Association http://www.eua.be/eua/jsp/en/upload/Glasgow_Declaration.1114612714258.pdf</p> <p>DOCTORAL PROGRAMMES FOR THE EUROPEAN KNOWLEDGE SOCIETY, REPORT ON THE EUA DOCTORAL PROGRAMMES PROJECT, 2004-2005, EUA http://www.eua.be/eua/jsp/en/upload/Doctoral_Programmes_Project_report.1129278878120.pdf</p> <p>European Higher Education Area 2012: Report on the implementation of the Bologna Process http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/138HR.pdf</p> <p>DUBLIN DESCRIPTORS (2004) www.jointquality.org</p> <p>Salzburg II Recommendations www.unizg.hr/fileadmin/rektorat/Istrazivanja/Poslijediplomski/Ured_za_doktorske_studije_i_programe/Publikacije/Salzburg_II_preporuke.pdf</p> <p>Quality Assurance in Doctoral Education – results of the ARDE project, by Joanne Byrne, Thomas Jørgensen, Tia Loukkola, 2013., EUA www.eua.be/Libraries/Publications.../EUA_ARDE_Publication.sflb.ashx</p> <p>Development Strategy of the University of Zadar http://www.unizd.hr/Portals/0/doc/doc_pdf_dokumenti/strategije/Strategija_razvoja_Sveucilista_u_Zadru_2017_2022.pdf</p>
<p>2.3. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries (name two programmes at most, of which one is from an EU country, and compare it with the proposed programme (provide internet addresses of the programmes)</p>	<p>In creating this program contents and structures of similar programs on European and other international universities were taken into account:</p> <p>PhD in Economics, University of Economics Prague - Faculty of Business Administration, Prague, The Czech Republic http://ozs.vse.cz/english/vse-degree-programmes/phd/</p> <p>Międzywydziałowe stacjonarne studia doktoranckie z ekonomii, finansów i zarządzania, University of Gdansk, Gdansk, Poland http://ekonom.ug.edu.pl/web/sdmws/index.html?lang=pl&ao=strona_startow</p>



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	<p>English Language Part-Time Doctoral Studies in Economics, University of Gdansk, Gdansk, Poland http://ekonom.ug.edu.pl/web/studia/?lang=en&ao=doctoral_studies http://ekonom.ug.edu.pl/web/phdeconomics/index.html?lang=en&ao=program_of_studies</p> <p>PhD in Economics, University of Porto, School of Economics and Management, Porto, Portugal https://www.phdstudies.com/PhD-in-Economics/Portugal/University-of-Porto-School-of-Economics-and-Management/ https://sigarra.up.pt/fep/en/web_gessi_docs.download_file?p_name=F224780527/FEP_UK.pdf</p> <p>Postgraduate doctoral study program Business Economy, University of Rijeka, Faculty of Economics, Rijeka, Croatia https://www.efri.uniri.hr/hr/study/poslijediplomski-doktorski-studij https://www.efri.uniri.hr/hr/study/poslovna-ekonomija</p>
<p>2.4. Other (as the proposer wishes to add)</p>	<p>In addition to the classic form of a doctoral thesis (monograph), the student will be allowed to draw up a doctoral dissertation based on a set of published scientific papers. The doctoral dissertation based on the published scientific papers (the so-called Scandinavian model) contains an introductory segment of the work, a brief elaboration together with a description of the conducted research, a conclusion and the bibliography. This model of doctoral dissertation is accompanied by at least four published original scientific papers, of which at least one should be independently written by the doctoral student. All papers should be published in foreign journals in the field of social sciences, sub-field of economics, indexed in Current Contents (CC) databases, Science Citation Index (SCI), Science Citation Index Expanded (SCI-E) and/or Social Science Citation Index (SSCI), of which at least one work has to be published in journals whose IF is above the median group. The doctoral student must be the first author on at least two papers (including at least one independently written paper) and a co-author (either with the mentor or co-mentor) on two other papers. The presented papers should represent a substantive and logical unit, be directly related to the dissertation topic, and must be published after the enrollment in the doctoral study program. This approach to the doctoral study program will particularly be encouraged within scientific research projects.</p>

3. GENERAL INFORMATION	
<p>3.1. Scientific/artistic area of the study programme</p>	<p>Area: Social sciences Field: Economics</p>
<p>3.2. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)</p>	<p>The study program lasts 6 semesters (3 years). Since the higher education curriculum relates to the educational needs of adult learners who have already graduated from the MA level (VII level of the Croatian Qualification Framework, CQF), the study program primarily be realized as a part-time study program.</p>
<p>3.3. The minimum number of ECTS required for</p>	<p>180 ECTS</p>



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completion of study	
3.4. Enrolment requirements and admission procedure	<p>The completed 7th degree qualification according to the CQF from all scientific fields (graduate university study program and the specialist professional study program). The conditions for enrollment in the postgraduate doctoral study program are:</p> <ul style="list-style-type: none"> • A completed university (MA) degree or an undergraduate study program degree obtained prior to the introduction of the Bologna Process or a Master's degree in the field of social, humanistic, natural and mathematic sciences, technical or other sciences with an average grade of at least 3.5 (note: applicants with a lower grade average should submit two recommendations by university professors) • To have a positive assessment of the Enrollment Commission for the doctoral studies based on: <ul style="list-style-type: none"> - Supplementary documentation about the study program or a transcript of completed exams with grades and a grade average - Two recommendations from university professors (for applicants with a grade average less than 3.5) - a Curriculum Vitae with a description of the professional and scientific activities, i.e. the educational, professional and scientific portfolio with evidence attached (e.g. certificates of acquired competences, copies of published works, presented papers, texts and/or other) - A motivational letter with a description of scientific interests and possible research subject (up to 3,600 characters) - An interview with the candidate <p>It is the obligation of the candidate who has not completed their studies in the field of Economics to pass the subjects of Microeconomics and Macroeconomics (Level VI and / or VII CQF) during the first year of the study program.</p>
3.5. Learning outcomes of the study programme (name 15-30 learning outcomes)	<p>The postgraduate doctoral students are preparing for scientific and scholarly work in the area of social sciences, field of economics, focusing on the research of contemporary economic trends from the public, organizational and business aspects.</p> <p>With the completion of the postgraduate doctoral study, the completion and public defense of the doctoral dissertation, the doctoral student will be able to:</p> <ul style="list-style-type: none"> - Have an argument based opinion on contemporary trends in strategic management and competitiveness - Critically evaluate different macroeconomic theories and models on the example of a closed and open economy - To self-assess the applicability of microeconomic theories in managerial decision-making in an everyday business environment - To evaluate contemporary theoretical achievements and concepts in practice within a local and global research environment - To evaluate the methods and techniques of strategic management and competitiveness in modern economic conditions with an emphasis on integral management - To rank different external and internal factors in an organization and to conclude on their impact on the implementation and development of selected strategies - To predict different outcomes in business decision-making with an emphasis on ethical principles and social responsibility in an organization focused on general public benefit



	<ul style="list-style-type: none"> - To have an argument based opinion about advanced managerial competencies: planning, organizing, staffing, conducting and controlling - To re-examine the role of financial institutions within the EU, the world and the Republic of Croatia with regard to various contemporary financial products and services within existing financial markets - To valorize different investment strategies in securities within the context of theoretical and practical knowledge of financial operations - To identify different areas of quantitative methods in managerial decision-making - To develop new insights into the field of globalized business conditions and to integrate different areas of business economy in relation to the known boundaries of contemporary economic thought and in connection with other areas such as international political relations (including international economic relations), information technology (issues relating to the use of artificial intelligence in modern market relationships), sustainable development (holistic approach towards the care for the environment and Earth, to all living beings, and especially towards the care for all human beings as a prerequisite of every economic activity) - To implement ethical principles in social research, especially those relating to the confidentiality of personal and other data, professional and research relations with respondents, the interpretation and dissemination of research results, the protection of research participants, conflicts of interest, and the harmfulness and negative consequences of plagiarism. <p>Particular attention will be placed on the development of other generic competences of the doctoral student, allowing the student after the completion of the program to communicate in teams, to plan, organize, manage and conduct scientific research and project tasks and activities, as well as to realize research goals within interdisciplinary and multidisciplinary teams and apply them to multicultural and intercultural environments.</p>
<p>3.6 Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)</p>	<p>Doctoral students will be encouraged to use mobility (Erasmus +), and personal recommendations of course lecturers will allow students to stay at other higher education institutions.</p>
<p>3.7 Compatibility with requirements of professional organizations</p>	<p>The study program is not subject to the requirements of professional associations because it is not an internationally regulated profession.</p>
<p>3.8 If submitting proposals for graduate studies, name undergraduate studies of the proposer or other institutions that qualify for admission to the proposed graduate study</p>	<p>The postgraduate doctoral program Business Economics can be attended by students who have completed a university graduate degree or an undergraduate study program prior to the introduction of the Bologna Process or a scientific Master's Degree in Social Sciences, Humanities, Natural Sciences, Mathematics, technical or other sciences. The University of Zadar conducts over 20 accredited university graduate study programs from areas that are listed as being adequate for enrollment in this particular postgraduate doctoral study. In addition to that, the Libertas University also conducts two accredited university graduate study programs from areas that are listed as being adequate for enrollment in this postgraduate doctoral program - Business Economics and Globalization and International Relations and Diplomacy.</p> <p>Attached are the permissions for conducting a graduate university study program from the field of Economics at the University of Zadar (Management and Entrepreneurship in Culture and Tourism) and at the Libertas University (Business Economics and Globalization and</p>

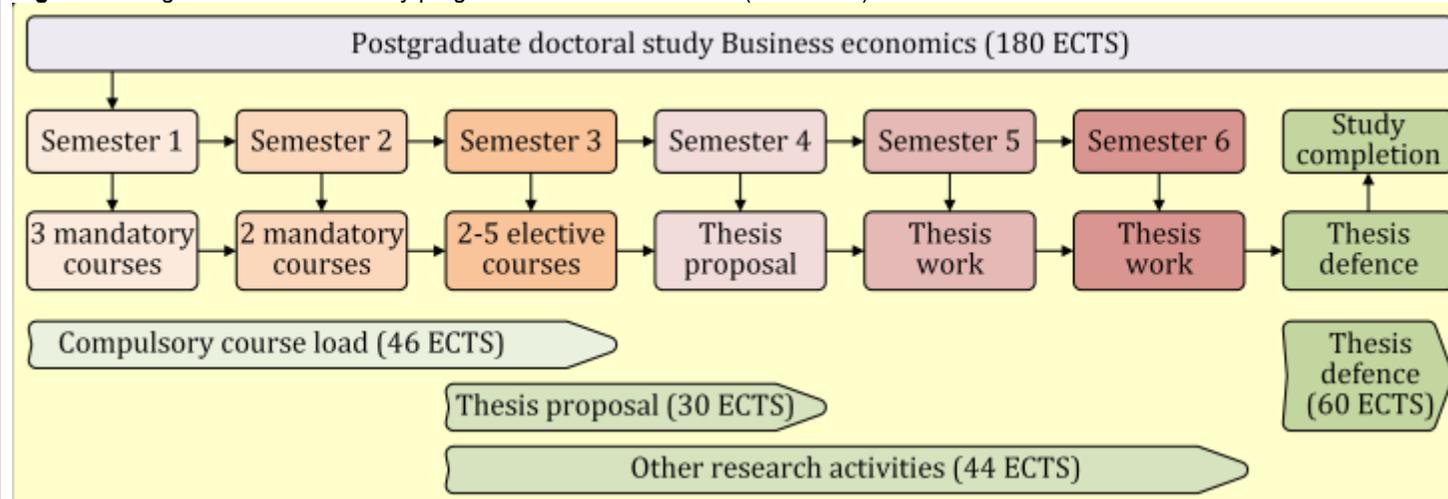


<p>3.9. Quality assurance methods</p>	<p>International Relations and Diplomacy).</p> <p>Quality assurance procedures are carried out by the units for internal quality assurance system (Quality Assurance Office, Quality Improvement Commission, Commission for the Internal Evaluation of Quality Assurance System and Commission for the Quality of University Constituents) in accordance with the Regulations on the Quality Assurance System of the University of Zadar (http://www.unizd.hr/Portals/0/doc/PRAVILNIK_O_SUSTAVU_OSIGURAVANJA_KVALITETE_SVEUCILISTA_U_ZADRU.pdf) and the Department Quality Assurance Manual which is an integral part of the Regulations of the postgraduate doctoral study program in Business Economics.</p> <p>The doctoral studies program Council will conduct continuous evaluations and self-evaluation regarding the progression of students by consulting with them, as well as by having Council meetings where the different aspects of the doctoral studies program will be discussed. The evaluations and self-evaluations will primarily be focused on learning outcomes, learning, the valorization and education focused towards the doctoral student, as well as the competences and professional development of lecturers and employees. In order to ensure this, priority will be given to research work and the publication of papers in high quality journals and publications.</p>
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<p>4. DESCRIPTION OF THE STUDY PROGRAMME</p>	
<p>4.1. List of mandatory and elective courses and/or modules with class hours and ECTS credits (appendix: Table 1)</p>	
<p>4.2. Description of each course (appendix: Table 2)</p>	
<p>4.3. Structure of the study (number of semesters, trimesters, class size for lectures, seminars, exercises)</p>	<p>The duration of the study program is 3 years (6 semesters). Each doctoral student is allowed to participate in this doctoral program for six years, which will be regulated through a special contract. The expected number of students per generation is 20-30 students. Classes will be organized, in accordance to the available technical conditions of the lecture halls and other necessary classrooms/cabinets, for a single group of students enrolled on a particular subject. The structure of the doctoral study program is shown in Figure 2.</p>



Figure 2 Postgraduate doctoral study program Business Economics (180 ECTS)



Thesis proposal supposes presentation/defense of the doctoral thesis topic.
Thesis work supposes writing of the doctoral thesis.
Thesis defence supposes public presentation/defense of the doctoral thesis.

Structure of study program

- (1) The doctoral study program carries a total of 180 ECTS credits
- (2) The doctoral study program consists of teaching and scientific-research activities
- (3) The teaching is conducted according to the approved teaching and teaching activities curricula, consultations, independent work and seminar papers. 46 ECTS credits (5 compulsory courses and 2 elective courses) are obtained through the compulsory teaching workload
- (4) 90 ECTS credits shall be obtained by conducting scientific research under the supervision and with the help of mentors or co-mentors resulting in the writing and defense of the doctoral dissertation according to the following structure:
 - Writing and presentation/defense of a doctoral thesis topic (30 ECTS credits)
 - Writing and presentation/defense of the doctoral dissertation (60 ECTS credits)
- (5) Other activities include:



- Conducting seminars and exercises within undergraduate and/or graduate studies courses at the University of Zadar or Libertas International University of Zagreb (maximum 10 ECTS credits, regardless of the number of courses the doctoral student is participating in; every ten hours of lectures equals 1 ECTS) and /or,
- Enrollment and completion of additional elective courses (together with the previously enrolled 2 elective courses, it is possible to enter up to 3 additional elective courses, and by doing so achieve up to 24 ECTS points) and/or,
- Visit other domestic or foreign universities or scientific institutions for a period of at least three months or participate in other appropriate study/scientific-research activities (e.g. work on international scientific projects) in order to encourage the internationalization of research (20 ECTS credits) and/or,
- Writing and publishing of scientific papers in internationally recognized scientific journals indexed in WoSCC, Scopus and EconLit databases, i.e. in accordance with the Regulations on the Requirements for Achieving Scientific Titles (one paper equals 20 ECTS credits; a maximum of two papers can be used to obtain ECTS credits; these papers cannot substitute the papers to be used within the so-called Scandinavian model) and/or,
- Writing and publishing scientific papers in other internationally recognized and/or domestic scientific journals indexed in databases outside of the WoSCC, Scopus and EconLit systems (one papers equals 10 ECTS points, a maximum of up to two papers can be used) and/or,
- The presentation and publication of scientific work at an international scientific conference (10 ECTS points, a maximum of up to two papers can be used) and/or,
- The presentation and publication of scientific work at a domestic scientific conference (5 ECTS points, a maximum of up to two papers can be used) and/or,
- Participating in research workshops (seminars) in the field of economics that are selected in agreement with the mentor/co-mentor, and are closely related to the previously enrolled and completed courses, i.e. with the field of research of the doctoral dissertation (5 ECTS points per workshop, a maximum of up to two workshops can be used)

Comments:

- The conducting of seminars and exercises can only be done within a course whose content can be associated with topics/content within the area of social sciences, the field of economics,
- One scientific paper (journal, edited collection, etc.) cannot be registered in several categories,
- A doctoral student can write a scientific papers in co-authorship with the mentor/co-mentor, where the total number of authors may not exceed three (3),
- An international science conference is considered to be a conference indexed in databases related to the a1 category or whose editorial board consists of at least 70% of renowned international scientists (domestic or international)
- Other activities may be combined in agreement with the mentor/co-mentor, but certain activities are subject to a set of limits,



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- The doctoral student must acquire a minimum of 44 ECTS points on the basis of other activities

Figure 3 Model of enrollment of doctoral students

Type of obligation	SEMESTER		ECTS	
Compulsory course Methodology of Scientific Research	1.	Compulsory teaching workload (46 ECTS)	6	
Compulsory course Advanced Macroeconomics	1.		6	
Compulsory course Selected Topics from Microeconomics	1.		6	
Compulsory course Financial Economics	2.		6	
Compulsory course Quantitative Approaches to Business Decision Making	2.		6	
Elective course 1 of the 6 offered	3.		8	
Elective course 2 of the 6 offered	3.	8		
Elective course 3 of the 6 offered	3.	8		
Elective course 4 of the 6 offered	3.	8		
Elective course 5 of the 6 offered	3.	8		
Conducting seminars and exercises within undergraduate and/or graduate studies courses at the University of Zadar or LibertasUniversity (10 ECTS hours = 1 ECTS credit)	3.	Other activities (minimum 44 ECTS)	max. 10	
Visit other domestic or foreign universities or scientific institutions for a period of at least three months or participate in other appropriate study/scientific-research activities.	3.		20	
Writing and publishing of scientific papers in internationally recognized scientific journals indexed in WoSCC, Scopus and EconLit databases, i.e. in accordance with the Regulations on the Requirements for Achieving Scientific Titles (one paper equals 20 ECTS credits; a maximum of two papers can be used to obtain ECTS credits)	3.		max. 40	
Writing and publishing scientific papers in other internationally recognized and/or domestic scientific journals indexed in databases outside of the WoSCC, Scopus and EconLit systems (one papers equals 10 ECTS points, a maximum of up to two papers can be used)	3.		max. 20	
The presentation and publication of scientific work at an international scientific conference (10 ECTS points, a maximum of up to two papers can be used)	3.		max. 20	
The presentation and publication of scientific work at a domestic scientific conference (5 ECTS points, a maximum of up to two papers can be used)	3.		max. 10	
Participating in research workshops (seminars) in the field of economics that are selected in agreement with the mentor/co-mentor, and are closely related to the previously enrolled and completed courses, i.e. with the field of research of the doctoral dissertation (5 ECTS points per workshop, a maximum of up to two workshops can be used)	3.		max. 10	
Writing and presentation/defense of a doctoral thesis topic	4.			30
Writing and presentation/defense of the doctoral dissertation	5. and 6.			60

The requirement for enrollment in the second year of the study program is the completion (without taking the exam) of all compulsory courses in 1st and 2nd semester. The requirement for the enrollment in the third year of study consists of a public presentation/defense of the research topic selected for the doctoral dissertation during the 4th semester before a Defense Committee. The doctoral candidate is obliged to fulfill his or her duties regarding all previous semesters before the final presentation/defense of the doctoral dissertation, and not before the presentation/defense of the doctoral dissertation topic.



Study Program Curriculum

First year

During the first year of study, a total of five (5) compulsory subjects, i.e. three (3) courses in the first semester, and two (2) courses in the second semester, are provided. These are the courses that form the basis of the doctoral study program, as well as courses focused on methodology. By completing all five (5) courses a doctoral student acquires 30 ECTS credits (6 ECTS points per course).

Second year

During the second year (3rd semester), the doctoral student enrolls in at least two (2) and up to five (5) elective courses (by completing each course the doctoral student acquires 8 ECTS credits).

Comments:

- The selection of elective courses during the 3rd semester, as well as other activities from the 3rd to the 6th semester, is done by the doctoral student in consultation with the mentor. The mentor must be defined and assigned to the student before enrolling into the 2nd year of study
- As a requirement for the enrollment in the third year of studies, the doctoral candidate is obliged to publicly present the plan for the thesis of his/her doctoral dissertation before the Defense Committee. By successfully presenting the plan for the doctoral dissertation the doctoral student receives 30 ECTS credits
- The doctoral student can participate in seminars and exercises in the undergraduate and graduate studies of the doctoral study program proponent, thus achieving a maximum of 10 ECTS credits, regardless of the number of courses the student participates in (every ten hours of lectures equals 1 ECTS)
- In addition to the 2 elective courses that are part of the compulsory teaching load, the student can enroll in up to 3 additional elective courses within the other activities, and can acquire a maximum of 24 ECTS credits (8 ECTS credits per course)
- The doctoral student can publish a scientific paper in an internationally recognized scientific journal indexed in WoSCC, Scopus and/or EconLit databases, thus achieving 20 ECTS credits (a maximum of two papers can be used to obtain ECTS credits; these papers cannot substitute the papers to be used within the so-called Scandinavian model)
- A doctoral student can publish a scientific paper in another internationally recognized and/or domestic scientific journal indexed in databases outside WoSCC, Scopus and/or EconLit systems, thus achieving 10 ECTS credits (a maximum of two papers can be used)
- A doctoral student can present and publish a scientific paper at an international scientific conference, thus achieving 10 ECTS points (a maximum of two papers can be used)
- A doctoral student can present and publish a scientific paper at a domestic scientific conference, thus achieving 5 ECTS credits (a



	<p>maximum of two papers can be used)</p> <ul style="list-style-type: none"> - By staying at a different domestic or foreign university for a period of at least three (3) months, or by performing appropriate study/scientific research activities that promote the internationalization of research (working on scientific projects) a doctoral student will acquire 20 ECTS credits - A doctoral student can participate in a research workshop (seminar) from the field of economics that is selected in agreement with the mentor/co-mentor, and is closely related to the previously enrolled and completed courses, more precisely to the field of research of the doctoral dissertation, thus achieving 5 ECTS credits per workshop (a maximum of two workshops can be used) <p>Third year</p> <p>During the third year of study a doctoral student is working on all the remaining unfulfilled activities, until he/she reaches a minimum of 90 ECTS credits (a minimum 46 ECTS credits within the so-called compulsory teaching load, and 44 ECTS credits within the so-called other activities, with the emphasize on the obligation to complete a selected additional elective course regardless of the previously obtained ECTS credits), and completes the research and writing of the doctoral dissertation. By successfully presenting and defending the doctoral dissertation the student is awarded 60 ECTS credits.</p>
<p>4.4. Requirements for enrolment in successive semesters or trimesters</p>	<p>The requirement for enrollment in the second year of the study program is the completion (without taking the exam) of all compulsory courses in 1st and 2nd semester. The requirement for the enrollment in the third year of study consists of a public presentation/defense of the research topic selected for the doctoral dissertation during the 4th semester before a Defense Committee.</p>
<p>4.5. List of courses and/or modules that the student can take in other study programmes</p>	<p>The recognition of completed courses on other study programs and higher education institutions, as well as published papers, participation in conferences, scientific and professional symposiums, and possibly other activities of the doctoral student (volunteering etc.) will be considered by the Council of the Doctoral Study in accordance with a special application, the attached course programs and time of completion of the course, accompanying papers, abstracts, confirmation of attendance at conferences etc.</p>
<p>4.6. List of courses and/or modules offered in a foreign language as well (name which language)</p>	<p>The official language of the study program is Croatian, but all compulsory and elective courses will be available in English as well (through a consultative method).</p>
<p>4.7. Completion of study:</p>	
<p>a) <i>Final requirement for completion of study</i></p>	<p>Doctoral dissertation <input checked="" type="checkbox"/></p>
<p>b) <i>Requirements for a doctoral dissertation</i></p>	<p>Requirements needed for submitting the doctoral thesis:</p> <ul style="list-style-type: none"> - the acquisition of 46 ECTS credits through compulsory courses (the completion of the compulsory courses and at least two elective courses) and a minimum of 44 ECTS credits from other activities (all selected elective courses must be completed) - the presentation/defense of the doctoral dissertation topic (30 ECTS credits) - the completion of the doctoral dissertation and its approval by the mentor/co-mentor



c) Procedure of evaluation of the doctoral thesis and the evaluation and defence of the thesis

The completed doctoral dissertation is signed by the mentor. If a co-mentor is also present, then the completed doctoral dissertation also needs to be co-signed by him/her. Based on the proposal of the Regulations of Postgraduate Studies and the Regulations on Postgraduate Doctoral Study in Business Economics, the authorized body shall by consensus make a decision on the acceptance of the doctoral thesis and propose a three-members or five-members Assessment Committee. The evaluation of the doctoral thesis by the members of the Committee must be in accordance with the existing procedures and regulations of the universities and study program. The authorized body reviews the evaluation of the doctoral thesis and, together with its opinion, forwards the evaluation to the competent professional council and the Senates of both universities. After confirming the positive assessment, the Office for Postgraduate Studies coordinates with the members of the Committee the date for the presentation/defense of the doctoral dissertation. After the public defense of the doctoral dissertation in front of the Committee, and the positive assessment of the presentation and the dissertation, the doctoral student achieves the degree of doctor of science. A successful presentation/defense of the doctoral dissertation is awarded with 60 ECTS credits.



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Table 1 List of required and elective courses and/or modules with class hours and ECTS credits

*As needed, the table can be copied.

**As needed, rows can be added to the table.

LIST OF COURSES/MODULES							
Year: 1							
Semester: 1							
MODULE	COURSE	COURSE TEACHER	L	S	E	ECTS	Compulsory/elective
Business Economics	Methodology of Scientific Research	Mladen Knežević, PhD Zvezdan Penezić, PhD	20	0	0	6	Compulsory
Business Economics	Advanced Macroeconomics	Sandra Šokčević, PhD	20	0	0	6	Compulsory
Business Economics	Selected Topics from Microeconomics	Anita Peša, PhD Zvonko Merkaš, PhD	20	0	0	6	Compulsory

LIST OF COURSES/MODULES							
Year: 1							
Semester: 2							
MODULE	COURSE	COURSE TEACHER	L	S	E	ECTS	Compulsory/elective
Business Economics	Financial Economics	Mili Razović, PhD Ante Samodol, PhD	20	0	0	6	Compulsory
Business Economics	Quantitative Approaches to Business Decision Making	Ivica Zdrilić, PhD	20	0	0	6	Compulsory



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LIST OF COURSES/MODULES							
Year: 2							
Semester: 3							
MODULE	COURSE	COURSE TEACHER	L	S	E	ECTS	Compulsory/elective
Business Economics	Sustainable Tourism Development	Božena Krce Miočić, PhD	25	0	0	8	Elective
Business Economics	Marketing Trends	Aleksandra Krajnović, PhD Goroslav Keller, PhD	25	0	0	8	Elective
Business Economics	Global Market and Trade Relations	Mladen Rajko, PhD Vinko Kandžija, PhD	25	0	0	8	Elective
Business Economics	Contemporary Approach to Business Modeling	Sonja Brlečić Valčić, PhD	25	0	0	8	Elective
Business Economics	Machine Learning Methods for Computational Data Analysis	Marko Valčić, PhD	25	0	0	8	Elective
Business Economics	Strategic Management and Competitiveness	Davor Perkov, PhD Bojan Morić Milovanović, PhD	25	0	0	8	Elective
Business Economics	Other activities						Compulsory

Note: The doctoral student has to enroll into two elective courses whose total value is 16 ECTS credits. The doctoral student selects his/her other activities in agreement with the mentor/co-mentor agreement acquiring a minimum of 44 ECTS credits that can be obtained from the moment of enrollment until the completion of the doctoral study, unless the doctoral student decides to complete more than two (2) and up to five (5) elective courses, which will not be able to enroll into before the 2nd year, i.e. before the 3rd semester.

LIST OF COURSES/MODULES							
Year: 2							
Semester: 4							
MODULE	COURSE	COURSE TEACHER	L	S	E	ECTS	Compulsory/elective
Business Economics	Proposal and defense of the doctoral dissertation topic	Mentor/Co-mentor				30	Compulsory
Business Economics	Other activities					0	Compulsory



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LIST OF COURSES/MODULES							
Year: 3							
Semester: 5 and 6							
MODULE	COURSE	COURSE TEACHER	L	S	E	ECTS	Compulsory/elective
Business Economics	Other activities						Compulsory
Business Economics	Writing and public presentation/defense of the doctoral thesis	Mentor/Co-mentor				60	Compulsory



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Table 2 Course description

***The table needs to be copied for each course**

1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	20+0+0
1.2. Year of the study programme	1	1.7. Expected enrolment in the course	20-30
1.3. Name of the course	Methodology of Scientific Research	1.8. Course teacher	Mladen Knežević, PhD Zvezdan Penezić, PhD
1.4. Credits (ECTS)	6	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Compulsory		
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>To provide doctoral students with insight into some of the most important theoretical approaches that influenced the development of research methods and techniques in business sciences.</p> <p>To provide doctoral students with the knowledge needed for social science research.</p> <p>To develop the readiness and ability of the doctoral student to critically evaluate the existing research, to identify research questions, formulate research hypotheses, and to select, develop and apply research techniques.</p> <p>To develop a basic understanding of the goals, structure, and process of creation, as well as types of scientific literature in business sciences.</p> <p>To qualify doctoral students for different methods of dissemination of research results.</p>		
2.2. Course enrolment requirements and entry competences required for the course	No requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The doctoral student will be able to:</p> <ul style="list-style-type: none"> - Apply the studied theories and concepts in practice in his/her local research environment - Analyze contemporary problems in the field of business relations in local and international contexts, and work to address these problems with regard to local perspectives and strategies - Show a strategic level of analysis and critical thinking in business activity programs - To develop, implement and evaluate a strategic business relationship plan on local and wider levels 		



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<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - Participate in the work of scientific research teams and to devise new scientific-research projects - Show the ability to use research databases - To know how to set up relevant scientific questions and precisely formulate scientific hypotheses - Critically analyze, evaluate and synthesize new and complex research ideas - To write scientific papers according to the requirements of scientific and professional standards - To establish adequate and useful contacts within the scientific community at the local as well as international level - To promote scientific work and the results of scientific work, and to popularize science - To apply fundamental ethical principles in their scientific work and constantly strive for the adoption and application of these principles within a both narrower and broader scientific community 					
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction to the methodology of scientific research 2. The nature of the research process: ontology and epistemology of economic processes 3. The development of theory and scientific methods in the field of business sciences 4. Research work as a series of integrated procedures 5. Data collection techniques 6. Processing and analyzing data 7. Writing the final report of the scientific project 					
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:			
<p>2.7. Student responsibilities</p>	<p>Attendance, solving the project task and the preparation and presentation of the seminar work</p>					
<p>2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Practical training</p>		<p>Tests</p>	
	<p>Preparations for classes</p>		<p>Report</p>		<p>Written exam</p>	<p>1</p>
	<p>Homework</p>		<p>Seminar essay</p>	<p>1</p>	<p>Oral exam</p>	
	<p>Research</p>	<p>2</p>	<p>Essay</p>	<p>1,5</p>	<p>(Other)</p>	
	<p>Experimental work</p>		<p>Project</p>		<p>(Other)</p>	
<p>2.10. Grading and evaluating</p>	<p>Independent tasks activities: 20%</p>					



student work in class and at the final exam	Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Zelenika, R. (2004). Znanost o znanosti. Rijeka: Ekonomski fakultet Sveučilišta u Rijeci.	4	Yes
	Verčić, A. T., Čorić, D. S., Vokić, N. P. (2013). Priručnik za metodologiju istraživačkog rada u društvenim istraživanjima. Zagreb: MEP d.o.o.	16	Yes
	Milas, G. (2005). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap.	16	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Creswell, J. W. (2013) Research design: Qualitative, quantitative, and mixed methods approach (4th Ed.). Thousand Oaks, CA: Sage Sekaran, U. Bougie, R.(2016) Research Methods For Business: A Skill Building Approach, 7th Edition King, G., & Keohane, R. (1994). Designing social inquiry: Scientific inference in qualitative research. Princeton, N.J.: Princeton University Press. Steffensmeier, J. (2008). The Oxford handbook of political methodology. Oxford: Oxford University Press.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.		
2.14. Other (as the proposer wishes to add)	-		



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1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	20+0+0
1.2. Year of the study programme	1	1.7. Expected enrolment in the course	20-30
1.3. Name of the course	Advanced Macroeconomics	1.8. Course teacher	Sandra Šokčević, PhD Željko Lovrinčević, PhD
1.4. Credits (ECTS)	6	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Compulsory		
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The objectives of the course are:</p> <ul style="list-style-type: none"> - To familiarize doctoral students with concepts and practices in advanced macroeconomics and to develop knowledge on major theories related to the central issues of macroeconomics (economic growth, unemployment, inflation) - Using widely used models and techniques, to enable/train the doctoral student to conduct researches in advanced macroeconomics - To introduce the doctoral students to the challenges within the macroeconomic environment, with an emphasis on the possibility of using models that can explain reality through examples 		
2.2. Course enrolment requirements and entry competences required for the course	The completed course in Macroeconomics (for doctoral students who do not have a degree from the field of economics)		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To demonstrate practical knowledge of advanced macroeconomics and know how to explain different macroeconomic models on the example of a closed and open economy - To independently analyze and address the macroeconomic problems of national economies and the world economy - To apply knowledge of the impact of fiscal and monetary policies on the economic growth and development 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To independently explore different phenomena in the field of advanced macroeconomics - To interpret and critically evaluate the economic activities at the level of national economies and the world economy - To use category based research concepts related to solving complex problems in the field of advanced macroeconomics - To be able to communicate using scientific arguments with colleagues, a larger scientific community and a larger social 		



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	environment about economic growth, unemployment, inflation, macroeconomic policies and more - By applying different macroeconomic models, to develop the capacity to plan a strategy for economic growth, the growth of developing countries as well as for those already developed					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Short-term and medium-term static analysis within a closed economy (IS-LM and AS-AD models) 2. Short-term and medium-term static analysis within an open economy (Mundell-Fleming, Salter-Swan) 3. Static and dynamic long term analysis (Solow, Ramsey) 4. Dynamic stochastic model of real business cycles (RBC) 5. Fiscal and monetary policy in the function of economic growth and development					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:			
2.7. Student responsibilities	Attendance, solving the project task and the preparation and presentation of the seminar work					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Practical training		Tests	
	Preparations for classes		Report		Written exam	
	Homework		Seminar essay	1	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	1,5	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%					
2.10. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Romer, D. (2012). Advanced macroeconomics, New York: McGraw-Hill/Irwin. (fourth edition)			0*	Yes	
	* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)					



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2.11. Optional literature (at the time of submission of study programme proposal)	<p>Acemoglu, D. (2009) Introduction to Modern Economic Growth. Princeton University Press.</p> <p>Babić, M. (2008). Financijska (i ekonomska) kriza u svijetu, Informator 5701, Zagreb</p> <p>Babić, M.(2007). Makroekonomija, petnaesto izdanje, MATE, Zagreb</p> <p>Ball, L., Mankiw, G., (2002). The NAIRU in Theory and Practice. The Journal of Economic Perspectives 16(4), 115-136.</p> <p>Bezemer, D J (2010). Understanding financial crisis through accounting models. Accounting, Organizations and Society 35(7): 676-688.</p> <p>Blanchard, O. (2005). Makroekonomija, treće izdanje, MATE, Zagreb</p> <p>Caballero, Ricardo J. (2010).Macroeconomics after the Crisis: Time to Deal with the Pretense-of-Knowledge Syndrome. Journal of Economic Perspectives, 24(4): 85–102.</p> <p>Carlin, W., Soskice, D. (2006). Macroeconomics:Imperfections Institutions and Policies</p> <p>Cerra, V.,Sweta C.S. (2008). Growth Dynamics: The Myth of Economic Recovery."American Economic Review, 98: 439–57.</p> <p>Dittmar, H R Bond Hurst and T Kasser 2014. The Relationship between Materialism and Personal Well-Being: A Meta-Analysis. J Personality and Social Psychology. Forthcoming.</p> <p>Ennis, Huberto M., and Todd Keister. 2009. "Bank Runs and Institutions: The Perils of Intervention." American Economic Review, 99(4): 1588–1607.</p> <p>Findlay,D.W. (2003). Macroeconomics-Study Guide, 3rd edition, Prentice Hall, Upper Saddle River</p> <p>Folmer, K. (2009), Why do macro wage elasticities diverge? CBP Discussion Paper No. 122</p> <p>Fostel, A. Geanakoplos, J. (2008). Leverage Cycle and the Anxious Economy. American Economic Review, 98(4).</p> <p>García-Cicco, Javier, Roberto Pancrazi, and Martin Uribe, (2010). Real Business Cycles in Emerging Countries? American economic Review, 100 (5): 2510–2531.</p> <p>Gartner, M.(2002). Macroeconomics, Financial Times/Prentice Hall, 2002.</p> <p>Glaeser, E., La Porta, R., (2004). Do institutions cause growth. Journal of Economic Growth 9, 271-303.</p> <p>Hall, I.E., Charles, I.J. (1999). Why do some countries produce so much more output per workers than others?, Quarterly Journal of Economics, 107:407-437</p> <p>Hanson, Samuel G., Anil K. Kashyap, and Jeremy C. Stein. (2011). A Macroprudential Approach to Financial Regulation. Journal of Economic Perspectives, 25(1): 3–28.</p>		



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	<p>Heijdra, B. J. (2009). Foundations of Modern Economics, 2nd edn. Oxford U. Press Lucas, R.E. (1988). On the Mechanics of Economic development, Journal of Monetary economics, 22:3-42 Mishkin, Frederic S.. (2009). Is Monetary Policy Effective during Financial Crises? American Economic Review, 99: 573–77. Piketty, T. (2014). Capital in the 21st Century. Harvard: Harvard University Press Sargent. T. (1987). Dinamic macroeconomic theory, Harvard University Press Solow, R. (1956). A contribution to the theory of Economic growth, Quarterly Journal of Economics, 70:65-94 Solow, R., (1999). Neoclassical growth theory. Handbook of Macroeconomics, Chapter 9: 637-667 Walsh, C., (2002). Teaching Inflation Targeting: An Analysis for Intermediate Macro. The Journal of Economic Education 33(4), 333-346.</p>
2.12. Quality assurance methods that ensure the acquisition of exit competences	<p>The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.</p>
2.13. Other (as the proposer wishes to add)	-



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1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	20+0+0
1.2. Year of the study programme	1	1.7. Expected enrolment in the course	20-30
1.3. Name of the course	Selected Topics from Microeconomics	1.8. Course teacher	Anita Peša, PhD Zvonko Merkaš, PhD
1.4. Credits (ECTS)	6	1.9. Associate teachers	Berislav Bolfek, PhD Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Compulsory		
2. COURSE DESCRIPTION			
2.1. Course objectives	To teach doctoral students to carry out activities in the field of decision making based on the conducted microeconomic analysis To develop the ability of the doctoral student to analyze company behavior in conditions of perfect and imperfect competition To enable the doctoral student to distinguish public and private goods, economic efficiency, and positive and negative externalities To provide doctoral students with advanced knowledge on making strategic decisions based on contemporary knowledge of game theory		
2.2. Course enrolment requirements and entry competences required for the course	The completed course in Microeconomics (for doctoral students who do not have a degree from the field of economics)		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To evaluate the applicability of microeconomic theories in managerial decision-making - To analyze microeconomic principles, processes and legalities using the knowledge of the nature and dynamics of microeconomic processes, the formation of microeconomic principles through the processes of everyday decision-making of all economic subjects - To describe the course of development of microeconomic principles and microeconomics all the way to its contemporary role in today's globalized world 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To compare current definitions of basic microeconomic phenomena and processes - To accept or dismiss models of analysis of microeconomic problems as the basis for business decision-making of managers - To argue views regarding the latest factual achievements in microeconomic theory - To rank different microeconomic approaches and theories according to the given criteria 		



	- To accept or dismiss known paradigms as well as some recent theoretical notions within the microeconomics field					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Advanced microeconomic analysis 2. Price discrimination; Consumer behavior analysis 3. Theory of games; Auctions; Decision tree 4. Hidden information; Making investment decisions and risk; Moral hazard 5. Externalities; Private vs. public good					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:			
2.7. Student responsibilities	Attendance, solving the project task and the preparation and presentation of the seminar work					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Practical training		Tests	
	Prepartions for classes		Report		Written exam	
	Homework		Seminar essay	1	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	1,5	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%					
2.10. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Varian, H. R. (2000) Microeconomic Analysis.Wiley.			1*	Yes	
	Mas-Colell, A., Whinston, D. and Green, J.R. (1995), Microeconomic Theory,Oxford University Press.			1*	Yes	
	Wolfstetter, E.(2002), Topics in Microeconomics: Industrial Organization, Auction and Incentives, Cambridge University Press.			1*	Yes	



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	<p>* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)</p>		
<p>2.11. Optional literature (at the time of submission of study programme proposal)</p>	<p>Osborne, Martin J. (2004), An Introduction to Game Theory, Oxford University Press Bowles, S. (2009), Microeconomics: Behavior, Institutions and Evolution, Princeton University Press Jehle, G. A. and Reny, P.J. (2011), Advanced Microeconomic Theory, Financial Time, Prentice Hall</p>		
<p>2.12. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.</p>		
<p>2.13. Other (as the proposer wishes to add)</p>	<p>-</p>		



1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	20+0+0
1.2. Year of the study programme	1	1.7. Expected enrolment in the course	20-30
1.3. Name of the course	Financial Economics	1.8. Course teacher	Mili Razović, PhD Ante Samodol, PhD
1.4. Credits (ECTS)	6	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Compulsory		
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The objectives of the course are:</p> <ul style="list-style-type: none"> - To teach the doctoral student how to apply new practices in financial business, financial technology and financial risk management - To qualify doctoral students for research in financial business/reporting, the financial system, the monetary and real economics, as well as macroprudential policies - To qualify doctoral students for decision-making at different phases of the financial cycle and during external shocks and imbalances 		
2.2. Course enrolment requirements and entry competences required for the course	No requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To valorize theoretical and practical knowledge in relation to financial business and financial development - To create solutions for the problems of contemporary relationships within financial systems and financial business - To rank methodologies of social research in managing the risks of financial institutions and non-financial corporations - To evaluate the particularities of the financial system structure and to develop new quantitative indicators of financial stability 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To independently investigate and critically evaluate institutions, instruments and phenomena in the field of financial business - To evaluate, interpret and critically consider the interactions of participants within a financial system - To create new methods and models in financial business related research - To evaluate new facts and to develop theoretical concepts in the field of financial cycles and crises - To independently investigate the macroeconomic implications of financial imperfections 		



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	<ul style="list-style-type: none"> - To take responsibility for research and forecasts on financial stability - To develop instruments and indicators about the condition and trends of credit cycles and the allocation of financial assets - To disseminate scientific knowledge and scientific arguments to colleagues, within the scientific community, and the broader social environment of financial business 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Financing, investing and financial systems 2. Financial institutions, regulations and supervision 3. Financial markets, instruments and financial stability 4. Asset allocation and valuation models 5. Risk management, insurance and investment protection 6. Capital structure management and financial reporting 7. Evaluation of projects and societies 8. Financial economics and economic policy 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:			
2.7. Student responsibilities	Attendance, solving the project task and the preparation and presentation of the seminar work					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Practical training		Tests	
	Preparations for classes		Report		Written exam	
	Homework		Seminar essay	1	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	1,5	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%					
2.10. Required literature (available	Title			Number of copies in the library	Availability via other media	



in the library and via other media)	Bailey, R.E. (2005). The Economics of Financial Markets. Cambridge University Press	0*	Yes
	Bodie, Z., Meeton R.C. (2000). Finance. Prentice Hall, New Jersey	0*	Yes
	* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)		
2.11. Optional literature (at the time of submission of study programme proposal)	<p>Mishkin, F.S. (2001). The Economics of Money, Banking and Financial markets. New York: Addison Wesley.</p> <p>Madura, J. (2012). Financial markets and Institutions, 10th Ed. Mason, OH: South-Western.</p> <p>Maginn, J.L., Tuttle, D.I., McLeavey D.W., Pinto, J.E. (2007). Managing Investment Portfolios. New Jersey: John Wiley & Sons, Inc.</p> <p>Elton, E.J., Gruber, M.J., Brown, S.J., Goetzmann, W.N. (2003). Modern Portfolio Theory and Investment Analysis. New Jersey: John Wiley & Sons, Inc.</p> <p>Mishkin, F.S., Eakins, S.G. (2005). Financijska tržišta i institucije. Zagreb: Mate.</p> <p>Greenbaum, S.I., Thakor, A.U. (2007). Contemporary financial intermediation. London: Elsevier.</p> <p>Hallwood, C.P., MacDonald, R. (2000). International money and finance. NY: Blackwell Publishing.</p> <p>Van Horne, J.C., Wachowicz, J.M.Jr. (2002). Osnove financijskog menadžmenta. Zagreb: Mate.</p> <p>Rose, P.S., Hudgins, S.C. (2015). Upravljanje bankama i finacijske usluge. Zagreb: Mate.</p> <p>Ferguson, N. (2009). Uspon novca i financijska povijest svijeta. Zagreb: Naklada Ljevak.</p>		
2.12. Quality assurance methods that ensure the acquisition of exit competences	The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.		
2.13. Other (as the proposer wishes to add)	-		



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1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	20+0+0
1.2. Year of the study programme	1	1.7. Expected enrolment in the course	20-30
1.3. Name of the course	Quantitative Approaches to Business Decision Making	1.8. Course teacher	Ivica Zdrilić, PhD
1.4. Credits (ECTS)	6	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Compulsory		
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The aim of the course is to teach doctoral students to model real-world economic problems, to solve models by using different methods and techniques, to make optimal decision based on model solutions and sensitivity analysis. The course aims at enabling doctoral students to conduct activities from the field of business decision-making based on quantitative approaches. To teach doctoral students to analyze, select a method and make business decisions. To provide doctoral students with advanced knowledge on making strategic decisions based on contemporary knowledge of game theory.</p>		
2.2. Course enrolment requirements and entry competences required for the course	No requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To assess the applicability of quantitative methods in managerial decision-making - To analyze independently and to make business decisions - To describe the development of quantitative approaches to making business decisions in today's globalized world 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To independently investigate institutions and phenomena when making business decisions - Interpret and critically evaluate when choosing an approach to business decision making - To adequately use category based research concepts related to quantitative approaches to business decision making - To disseminate scientific knowledge and to use scientific arguments when communicating with colleagues, as well as the wider scientific and social community relating to financial business - To rank different quantitative methods and approaches according to the given criteria 		



	- To accept or dismiss known paradigms, as well as some recent theoretical notions of business decision making					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to business decision making 2. Phases and models in the decision-making process 3. Operational research and linear programming 4. Sensitivity analysis 5. Investment cost analysis 6. Decision-making support systems					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:		
2.7. Student responsibilities	Attendance, solving the project task and the preparation and presentation of the seminar work					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Practical training		Tests	
	Preparations for classes		Report		Written exam	
	Homework		Seminar essay	1	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	1,5	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%					
2.10. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Anderson, D. et al. (2016). An Introduction to Management Science: Quantitative Approaches to Decision Making, Boston, MA: Cengage Learning.			0*	Yes	
	Barković, D. (2001). Operacijska istraživanja. Osijek: Ekonomski fakultet u Osijeku.			0*	Yes	
	Sikavica, P. et al. (2014). Poslovno odlučivanje, Zagreb: Školska knjiga.			101		



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	* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)		
2.11. Optional literature (at the time of submission of study programme proposal)	<p>Brajdčić, I. (2012). Matematički modeli i metode poslovnog odlučivanja. Opatija: Fakultet za menadžment u turizmu i ugostiteljstvu.</p> <p>Pavlović, I. (2005). Kvantitativni modeli i metode u poslovnom odlučivanju. Mostar – Dubrovnik: Ekonomski fakultet Sveučilišta u Mostaru, Sveučilište u Dubrovniku.</p> <p>Lukač, Z., Neralić, L. (2012). Operacijska istraživanja. Zagreb: Element.</p>		
2.12. Quality assurance methods that ensure the acquisition of exit competences	<p>The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.</p>		
2.13. Other (as the proposer wishes to add)	-		



1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	25+0+0
1.2. Year of the study programme	2	1.7. Expected enrolment in the course	10-20
1.3. Name of the course	Sustainable Tourism Development	1.8. Course teacher	Božena Krce Miočić, PhD
1.4. Credits (ECTS)	8	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Elective		
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>To teach doctoral students to carry out activities in the field of decision-making based on microeconomic analysis</p> <p>To teach doctoral students to be able to analyze company behavior in conditions of perfect and imperfect competition</p> <p>To teach doctoral students to distinguish between public and private goods, economic efficiency, and positive and negative externalities</p> <p>To provide doctoral students with advanced knowledge on making strategic decisions based on contemporary knowledge of game theory</p>		
2.2. Course enrolment requirements and entry competences required for the course	No requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>To categorize various external and internal factors within an organization and assess their impact on the implementation and development of tourism strategies</p> <p>To anticipate different outcomes in business decision-making with an emphasis on ethical principles and social responsibility</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The doctoral student will be able to:</p> <ol style="list-style-type: none"> 1. Explore trends regarding tourism supply and demand and, based on the findings, express and argue his/her views about the sustainable development of tourism 2. Examine the influences and effects of tourism on the environment and people (economic, ecological and socio-cultural) 3. Present and evaluate strategic sustainability measures and propose possible alternative solutions to specific problems in tourism 4. To assess the possibilities of implementing the stakeholder theory within the sustainable development of a destination 5. To develop a company's strategic development goals in tourism/of a destination, and to identify the indicators of their realization 		



	6. To analyze the parameters, select alternatives important for the planning of the development of a destination in accordance with the principles of sustainable tourism development 7. Create a model of sustainable development in tourism					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Triple Boot Line Theory Stakeholders theory in tourism Ecological effects of tourism Economic effects of tourism Socio-cultural effects of tourism Measurable indicators of sustainable tourism development – support capacity Development of specific forms of tourism The use of new technologies in designing future tourism development (big data) Trends in future of tourism development					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input checked="" type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:			
2.7. Student responsibilities	Attendance, solving the project task and the preparation and presentation of the seminar work					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Practical training		Tests	
	Preparations for classes		Report		Written exam	
	Homework	1	Seminar essay	2	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	1,5	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 30% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 30%					
2.10. Required literature (available	Title			Number of copies in the library	Availability via other media	



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in the library and via other media)	Hughes, M., Pforr, C. & Weaver, D. (eds.) (2015). The practice of sustainable tourism: resolving the paradox. Routledge, UK	0*	No
	Mihalic, T. (2016). Sustainable-responsible tourism discourse–Towards 'responsustable'tourism. Journal of Cleaner Production, 111, 461-470.	0*	Yes
	* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)		
2.11. Optional literature (at the time of submission of study programme proposal)	Benckendorff, P., & Lund-Durlacher, D. (Eds.). (2013). International cases in sustainable travel & tourism. Oxford: Goodfellow Publishers Ltd. Weaver, B. D. (2006.) Sustainable tourism: theory and practice. Oxford: Elsevier Butterworth-Heinemann. D. Telfer & R. Sharpley (2016) Tourism and Development in the Developing World, 2nd Edition. Routledge Byrd, E. T. (2007). Stakeholders in sustainable tourism development and their roles: applying stakeholder theory to sustainable tourism development. Tourism Review, 62(2), 6-13. Jadrešić, V. (2010.) Janusovo lice turizma. Zagreb: Plejada Vukonić, R. (2001.) Turizam i razvoj. Zagreb: Mikrorad		
2.12. Quality assurance methods that ensure the acquisition of exit competences	The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.		
2.13. Other (as the proposer wishes to add)	-		



1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	25+0+0
1.2. Year of the study programme	2	1.7. Expected enrolment in the course	10-20
1.3. Name of the course	Marketing Trends	1.8. Course teacher	Aleksandra Krajnović, PhD Goroslav Keller, PhD
1.4. Credits (ECTS)	8	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Elective		
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The objectives of the course are:</p> <ul style="list-style-type: none"> - To introduce students to the marketing concept, the new marketing paradigm (Inbound Marketing), the configuration of the marketing system and the application of new business models in marketing and branding - To explore and analyze key marketing trends and other factors influencing the creation of a marketing strategy, particularly in the current era of deep social, political, cultural and technological transformations - To explore in particular the trend of digital transformation in marketing and branding and the way it affects the marketing system and the market positioning of the company 		
2.2. Course enrolment requirements and entry competences required for the course	No requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The doctoral student will be able to:</p> <ul style="list-style-type: none"> - Evaluate the meaning that the marketing system has in defining the company's business strategy - To critically evaluate the impact of relevant economic and social changes within the environment on the marketing system, as well as on the business strategy of the enterprise as a whole - To define the company's positioning scenarios and to objectively view its market position in terms of competition, market economy and market trends, as well as other specifics and factors from the environment - To observe marketing and branding as a business orientation of a company as a whole in which the customer is the originator; in 		



	<p>this regard, to look at the business system of a company as a flexible organization, but also as a planned and systematic process whose purpose is the creation of value for the customer</p> <ul style="list-style-type: none"> - To analyze and examine the impact of marketing decisions on the strengthening of the company's competitive strength, and consequently on the competitiveness of the sector and the country as a whole
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - To examine and critically evaluate the impacts of current trends on the marketing system and business operations of companies in general: social, economic, market, demographic, technological, political, ecological and other social trends - To independently create, set, formulate and operationalize the optimal marketing and branding strategy - To consider the importance of cost in the context of company costs and costs/effort for the customer, with emphasis on price flexibility and its ever more significant impact on the marketing and overall success of the company - To analyze the international position and global competitiveness of companies through an adequate branding strategy and a combination of global and local approaches (glocalization) - To investigate, examine and critically evaluate the role of the customer in the modern marketing system, the building of customer relationships through the CRM system and the complete orientation of the company towards the customer - To explore and critically discuss ethical complaints about marketing, with particular focus on digital marketing, customer safety, personal data protection, customer privacy and other consumer rights
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Marketing as a classic concept but also a new paradigm of success and acquisition of the competitiveness of a company 2. Marketing vision, mission and strategy, branding strategies, contemporary marketing system, classical 4P marketing mix and contemporary marketing 4C system 3. The most important marketing trends and their impact on marketing strategy, marketing success and the strengthening of competitiveness; Marketing Information System (MIC) 4. Product/Service as the process of defining and value creation for customers; quality management in the context of marketing; customer satisfaction and the measurement of product/service satisfaction 5. Managing prices as an important marketing segment; flexibility of prices; price as a strategic and tactical element; digital price management 6. Distribution channel configuration; commercial aspect of distribution; business logistics in the context of marketing; distribution in digital conditions; E-commerce 7. Digital marketing; promotion through classical media; E-promotion; social networks, content marketing, mobile marketing; Zero Moment of Truth - ZMOT 8. The basics of branding and brand management; Gadov 4D branding model; market and the financial value of a brand 9. Ethical issues in marketing; non-profit marketing; marketing and globalization; sustainable marketing; green branding



2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:			
2.7. Student responsibilities	Attendance, solving the project task and the preparation and presentation of the seminar work					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Practical training		Tests	
	Prepartions for classes		Report		Written exam	
	Homework	1	Seminar essay	1,5	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	2	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%					
2.10. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Kotler, P., Keller, K. L., Martinović M. (2014), Upravljanje marketingom, 14. izdanje, MATE d.o.o. Zagreb			43	Yes	
	Vranešević, T. (2007), Upravljanje markama (Brand Management), ACCENT Zagreb.			12	Yes	
2.11. Optional literature (at the time of submission of study programme proposal)	Aichner, T. (2012), The Zero Moment of Truth in Mass Customization, International Journal of Industrial Engineering and Management, Vol. 3, No. 4, pp. 173-178. Alves, H. Et al. (2016), Social Media Marketing: A Literature Review and Implications, Psychology and Marketing, 2016. Vol. 33,					



	<p>No. 12, pp 1029-1038.</p> <p>Balmer, J. M. T. & Yen, D. A. (2017), The Internet of total corporate communications, quaternary corporate communications and the corporate marketing Internet revolution, <i>Journal of Marketing Management</i>, Vol. 33, No. 1-2, pp 131-144.</p> <p>Bellman, S. et al. (2011), The Effectiveness of Branded Mobile Phone Apps, <i>Journal of Interactive Marketing</i>, Vol. 25, No. 4, pp 191-200.</p> <p>Bleoju, G. et al. (2016), Exploring organizational propensity toward inbound-outbound marketing techniques adoption: The case of pure players and click and mortar companies, <i>Journal of Business Research</i>, Vol. 69, No. 11, pp 5524-5528.</p> <p>Brekalo, S. & Vrtarić, M. (2011), Optimizacija web stranica za internet pretraživače, <i>Zbornik radova Međimurskog veleučilišta u Čakovcu</i>, Vol. 2, No. 2, 21-25.</p> <p>Casero-Ripolles, A. (2017), Producing political content for Web 2.0: Empowering citizens and vulnerable populations, <i>El Profesional de la Información</i>, Vol. 26, No. 1, 13-19.</p> <p>Durmaz, Y. & Halil Efendioglu, I. (2016), Travel from Traditional Marketing to Digital Marketing, <i>Global Journal of Management and Business Research: E-marketing</i>, Vol. 16, No. 2, 35-40.</p> <p>Dwivedi, R., Paradigm shift toward Mobile Marketing: A study on Consumer's Perspective, <i>Parikalpana - KIIT Journal of Management</i>, 2016. Vol. 12, No. 2, pp 75-94.</p> <p>Krajnović, A. et al. (2016), Digital Marketing and Bihevioral Economics, <i>CRODMA - Hrvatska udruga za digitalni i interaktivni marketing - 1st Croatian Direkt Marketing Association Conference (1st CRODMA Conference 2016) - Theme: Integrated Marketing - Challenges of Big Data Technology (book of papers), Varaždin, 20-21.10.2016, pp 43-56.</i></p>
<p>2.12. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.</p>
<p>2.13. Other (as the proposer wishes to add)</p>	<p>-</p>



1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	25+0+0
1.2. Year of the study programme	2	1.7. Expected enrolment in the course	10-20
1.3. Name of the course	Global Market and Trade Relations	1.8. Course teacher	Mladen Rajko, PhD Vinko Kandžija, PhD
1.4. Credits (ECTS)	8	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Elective		
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The objectives of the course are:</p> <ul style="list-style-type: none"> - To qualify doctoral students for scientific research in the field of global market and trade relations - To qualify doctoral students to critically evaluate theoretical concepts in the field of global market and trade relations - To qualify doctoral students to formulate and validate/reject scientific thesis in the field of global market and trade relations - To qualify doctoral students to write scientific papers in the field of global market and trade relations - To qualify doctoral students for presenting scientific papers at conferences in the field of global market and trade relations 		
2.2. Course enrolment requirements and entry competences required for the course	No requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To compare and critically interpret international business issues with an emphasis on global market and trade relations - To apply appropriate category based research concepts in international business with an emphasis on global market and trade relations - To be familiar with the most important researches and main problems that emerge in the field of international business with a focus on global markets and trade relations - To set, formulate and operationalize international business issues with an emphasis on global markets and trade relations 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To critically analyze, evaluate and synthesize new and complex research ideas in the field of global market and trade relations - To demonstrate the ability to plan, design, implement and adapt the processes of scientific research in the field of global market and trade relations - To present an argued opinion on international organizations and trade, global supply chains, offshoring, foreign trade policy, open 		



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	system courses and macroeconomics and international economic policy - To independently investigate problems in the field of global market and trade relations, and to publish and present original research results - To disseminate scientific knowledge and through the use of scientific arguments to communicate with colleagues, a broader scientific and social community about the interdisciplinary field of the global market and trade relations					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. The theory of global market and trade relations 2. Foreign trade policy 3. Money exchanges and open system macroeconomics 4. International economic policy 5. International trade organizations 6. Global supply chains and offshoring					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:			
2.7. Student responsibilities	Attendance, solving the project task and the preparation and presentation of the seminar work					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Practical training		Tests	
	Preparations for classes		Report		Written exam	
	Homework	1	Seminar essay	1,5	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	1,5	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%					
2.10. Required literature (available in the library and via other	Title			Number of copies in the library	Availability via other media	



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media)	Gopinath, Gita, Elhanan Helpman, and Kenneth Rogoff (eds). (2014), Handbook of International Economics. vol. 4. Amsterdam: Elsevier.	0*	Yes
	* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)		
2.11. Optional literature (at the time of submission of study programme proposal)	<p>Antràs and Rossi-Hansberg. (2009). Organizations and Trade. Blum and Van Reenen. (2007). Measuring and Explaining Management Practices Across Firms and Countries. Caliendo, Dvorkin and Parro. (2015). Trade and Labor Market Dynamics. Caliendo and Rossi-Hansberg. (2012). The Impact of Trade on Organization and Productivity. Helpman E., Marin D., Verdier, T. (2008). The Organization of Firms in a Global Economy. Krugman, P.R., Obstfeld, M. (2005). Međunarodna ekonomija – Teorija i ekonomska politika.</p>		
2.12. Quality assurance methods that ensure the acquisition of exit competences	The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.		
2.13. Other (as the proposer wishes to add)	-		



1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	25+0+0
1.2. Year of the study programme	2	1.7. Expected enrolment in the course	10-20
1.3. Name of the course	Contemporary Approach to Business Modeling	1.8. Course teacher	Sonja Brlečić Valčić, PhD
1.4. Credits (ECTS)	8	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Elective		
2. COURSE DESCRIPTION			
2.1. Course objectives	The doctoral students will be instructed about the importance of creating and maintaining the value of a company, with particular attention being paid to the acquisition of knowledge and the development of skills needed to recognize the elements of creating and preserving value in the context of sustainable business models. The company's value components will be defined and all factors that affect the creation and preservation of the value will be identified and analyzed. The concepts of innovative business models will be presented and their impact on business sustainability, i.e. the financial stability of the company, will be analyzed. Consideration will be given to the possibilities of applying computer intelligence in the solving of business economics problems.		
2.2. Course enrolment requirements and entry competences required for the course	No requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Validate the different business models and their implications for creating and preserving the value of an enterprise - Independently recognize the positive and negative impacts of the business environment in creating and maintaining the value of an enterprise - To disseminate scientific knowledge and through the use of scientific arguments to communicate with colleagues, a broader scientific and social community about contemporary business models - To accept or dismiss known paradigms, as well as some of the latest theoretical insights from business modeling and business sustainability 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To independently identify significant factors that affect the creation and preservation of the value of the enterprise - To identify how innovation within modern business models influences the development and sustainability of business - To select and apply the appropriate method of evaluation of a business and/or business processes 		



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	<ul style="list-style-type: none"> - To create the structure of a modern business model with the goal of business sustainability - To identify how appropriate computer intelligence methods can be used to address different problems of business modeling, with particular emphasis on company-related evaluation problems - To evaluate created business models and to correctly and objectively interpret the obtained results 																																		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. The significance of creating and preserving the value in modern business concepts 2. The influence of individual factors within a company on the creation and preservation of values 3. The influence of the business environment on the creation and preservation of the value of an enterprise 4. Modern business model concepts 5. The significance of innovation in business models 6. The influence of innovative business models on business development and sustainability 7. Business models and their impact on the company's financial stability 8. The advantages and disadvantages of classical business evaluation methods 9. The application of computer intelligence in the creation of modern business models 																																		
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:																																
<p>2.7. Student responsibilities</p>	<p>Attendance, solving the project task and the preparation and presentation of the seminar work</p>																																		
<p>2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Class attendance</td> <td style="width: 20%;">0,5</td> </tr> <tr> <td>Preparations for classes</td> <td></td> </tr> <tr> <td>Homework</td> <td>0,5</td> </tr> <tr> <td>Research</td> <td>2</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> </table>	Class attendance	0,5	Preparations for classes		Homework	0,5	Research	2	Experimental work			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Practical training</td> <td style="width: 20%;"></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Seminar essay</td> <td>2</td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Project</td> <td>2</td> </tr> </table>	Practical training		Report		Seminar essay	2	Essay		Project	2		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Tests</td> <td style="width: 20%;"></td> </tr> <tr> <td>Written exam</td> <td></td> </tr> <tr> <td>Oral exam</td> <td>1</td> </tr> <tr> <td>(Other)</td> <td></td> </tr> <tr> <td>(Other)</td> <td></td> </tr> </table>	Tests		Written exam		Oral exam	1	(Other)		(Other)	
Class attendance	0,5																																		
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<p>2.9. Grading and evaluating student work in class and at the final exam</p>	<p>Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%</p>																																		



	Title	Number of copies in the library	Availability via other media
2.10. Required literature (available in the library and via other media)	Cinquini, L., Di Minin, A., Varaldo, R., Eds., (2013). <i>New Business Models and Value Creation: A Service Science Perspective</i> . Springer-Verlag Italia, Milano.	0*	Yes
	Wei, W., Zhu, W., Lin, G. (2013). <i>Approaching Business Models from an Economic Perspective</i> . Springer, Heidelberg.	0*	Yes
	Hitchner, J.R. (2017). <i>Financial valuation: Applications and Models</i> . 4th Ed., John Wiley & Sons, New Jersey.	0*	Yes
	* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)		
2.11. Optional literature (at the time of submission of study programme proposal)	<p>Franz, C., Bieger, T., Herrmann, A., Eds. (2017). <i>Evolving Business Models: How CEOs Transform Traditional Companies</i>. Springer International Publishing AG, Cham, Switzerland.</p> <p>Blečić Valčić, S., Bagarić, L. (2017). Return on strategic effectiveness - the need for synchronizing growth and development strategies in the hotel industry using revenue management. <i>Economic research - Ekonomska istraživanja</i> 30, 1631-1654.</p> <p>Amit, R., Zott, C. (2016). Business Model Design: A Dynamic Capability Perspective. In: David J. Teece and Sohvi Leih. <i>The Oxford Handbook of Dynamic Capabilities</i>. UK: Oxford University Press, pp. 1-4.</p> <p>Zott, C., Amit, R. (2015). Business Model Innovation: Toward a Process Perspective. In: Christina E. Shalley, Michael A. Hitt, and Jing Zhou. <i>Oxford Handbook of Creativity, Innovation and Entrepreneurship</i>. Oxford, UK: Oxford University Press, pp. 395-406.</p> <p>Blečić Valčić, S., Katunar, J. (2015). Interdependence of business value components in value creation and value capture concepts. <i>Interdisciplinary Management Research XI, 15-17 May, Opatija, Croatia</i>. pp. 84-95.</p> <p>Blečić Valčić, S. (2014). <i>Suvremeni pristup vrednovanju poduzeća naftne i plinske industrije temeljen na računalnoj inteligenciji</i>. Doktorska disertacija, Ekonomski fakultet, Sveučilište u Rijeci, Rijeka.</p> <p>Amit, R., Zott, C. (2013). The Business Model. In <i>Palgrave Encyclopedia of Strategic Management</i>, edited by M. Augier and David Teece, https://mgmt.wharton.upenn.edu/profile/amit/#research.</p> <p>Blečić Valčić, S., Crnković-Stumpf, B. (2013). Potreba za približavanjem uporabne i fer tržišne vrijednosti poduzeća u suvremenom pristupu vrednovanju poduzeća. <i>Ekonomska misao i praksa</i> 22(2), 379-396.</p> <p>Buliga, O. (2014). <i>Measures for Innovating Business Models: An Empirical Study of German SMEs</i>. Springer Fachmedien, Wiesbaden.</p>		



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	<p>Damodaran, A. (2012). Investment Valuation Tools and Techniques for Determining the Value of Any Asset. 3rd Ed., John Wiley & Sons, New Jersey.</p> <p>Kleindorfer, P.R., Wind, Y., Gunther, R.E. (2009). The Network Challenge Strategy, Profit, and Risk in an Interlinked World.</p> <p>Teece, D.J. (2009). Dynamic Capabilities and Strategic Management. Oxford University Press Inc., New York.</p> <p>Zott, C., Amit, R. (2009). The Business Model As the Engine of Network-Based Strategies. In: Paul R. Kleindorfer, Yoram (Jerry) R. Wind, Robert E. Gunther. The Network Challenge: Strategy, Profit, and Risk in an Interlinked World. Upper Saddle River, NJ: Wharton School Publishing, pp. 259-275.</p> <p>Pratt, S.P., Niculita, A.V. (2008). Valuing a Business - The Analysis and Appraisal of Closely Held Companies. McGraw-Hill, New York.</p> <p>Fagerberg, J., Mowery, D.C., Nelson, R.R., Eds. (2006). The Oxford Handbook of Innovation. Oxford University Press Inc., New York.</p> <p>Helefert, E.A. (2005). Financial Analysis: Tools and Techniques. McGraw-Hill, New York.</p> <p>Gil-Lafuente, A.M. (2005). Fuzzy Logic in Financial Analysis. Springer, Berlin-Heidelberg.</p> <p>van der Aalst, W., Desel, J., Oberweis, A., Eds. (2000). Business Process Management: Models, Techniques, and Empirical Studies. Springer-Verlag, Berlin Heidelberg.</p>
<p>2.11. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.</p>
<p>2.12. Other (as the proposer wishes to add)</p>	<p>-</p>



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1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	25+0+0
1.2. Year of the study programme	2	1.7. Expected enrolment in the course	10-20
1.3. Name of the course	Machine Learning Methods for Computational Data Analysis	1.8. Course teacher	Marko Valčić, PhD
1.4. Credits (ECTS)	8	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Elective		
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire knowledge and develop skills required to carry out various computational data analyzes as well as to create appropriate empirical and semi-empirical models within the research field based on selected computational methods and advanced statistics, machine learning and/or computational intelligence algorithms.		
2.2. Course enrolment requirements and entry competences required for the course	Recommended competencies: basic classic statistical and quantitative methods of data processing and analysis		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To evaluate the applicability of machine learning methods and computational data analysis in different areas of economics - To analyze data independently and create empirical and semi-empirical models based on machine learning - To describe the development of machine learning methods and assess their application in economic sciences, in particular with regard to the extension of the possibilities of classical statistical and quantitative methods for data processing and analysis - To accept or dismiss known paradigms as well as some of the latest theoretical notions regarding computer processing and data analysis 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To independently select the appropriate software system/language depending on the research problem and to prepare and explore the data - To implement and configure the appropriate filter and/or estimator for data filtering and state estimation - To apply appropriate regression and/or classification method of machine learning depending on the field of research - To select and to apply the appropriate artificial neural network in solving economic problems of interest - To create a fuzzy inference system as a tool for quantifying expert knowledge - To evaluate the created empirical/semi-empirical models and to correctly and objectively interpret the obtained results 		



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	<p>- To disseminate scientific knowledge and through the use of scientific arguments to communicate with colleagues, a broader scientific and social community about computational processing and data analysis using various machine learning methods</p> <p>- Properly choose the appropriate machine learning methods and approaches according to the given criteria and field of research</p>				
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Preparation and organization of data (preparation, importing and processing of data, descriptive statistics, data transformation, data visualization) 2. Data-based model identification (linear models, state-space models, non-linear black box models, time series identification, recursive identification); Time series sequences models: quantitative approach vs. machine learning 3. Filtering and estimation (moving average filter, statistical parameter and state estimation, Bayesian estimation, Kalman filter, and the particle filter) 4. Machine learning methods for data analysis and processing (approximation of functions, linear regression, nonlinear regression, logistic regression, clustering, classification, nonparametric supervised learning, multi-dimensional data and the reduction of dimensions, support vector machines) 5. Methods of nonlinear optimization (nonlinear optimization with and without constraints, direct search method, genetic algorithm, particle swarm) 6. Artificial neural networks and deep learning (learning with and without supervision, learning algorithms, self-organizing maps, multilayer feedforward networks, recurrent neural network, neural network with radial basis functions, convolutional neural networks, dynamic neural networks) 7. Fuzzy inference system (the concept of a fuzzy set, operations with fuzzy sets, variable range, membership functions, fuzzy rules and fuzzification process, defuzzification, fuzzy multi-criteria decision making, TOPSIS, fuzzy house of quality, adaptive neuro-fuzzy inference system) 8. Evaluation of empirical and semi-empirical models (training, validation, testing, error and noise, initialization, overfitting problems, generalization, regularization, model performance indicators, graphical representation of results, retraining and calibration, Monte Carlo simulations, sensitivity analysis and uncertainties) 				
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:		
<p>2.7. Student responsibilities</p>	<p>Attendance, solving the project task and the preparation and presentation of the seminar work</p>				
<p>2.8. Screening student work (name the</p>	<p>Class attendance</p>	<p>0,5</p>	<p>Practical training</p>		<p>Tests</p>



proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Preparations for classes		Report		Written exam	
	Homework	1	Seminar essay	2	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	1,5	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%					
2.10. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Barber, D. (2012). Bayesian Reasoning and Machine Learning. Cambridge University Press, London, UK. Available online: http://www.cs.ucl.ac.uk/staff/d.barber/brml/			0*	Yes	
	Goodfellow, I., Bengio, Y., Courville, A. (2016). Deep Learning. The MIT Press, Cambridge, MA, USA. Available online: http://www.deeplearningbook.org/			0*	Yes	
	Hastie, T., Tibshirani, R., Friedman, J. (2016). The Elements of Statistical Learning: Data Mining, Inference, and Prediction. 2nd Ed., Springer, New York, NY, USA. Available online: https://web.stanford.edu/~hastie/pub.htm			0*	Yes	
	* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)					
2.11. Optional literature (at the time of submission of study programme proposal)	Brandt, S., 2014. Data Analysis: Statistical and Computational Methods for Scientists and Engineers. Springer, Heidelberg, Germany. Cherkassky, V., Mulier, F.M., 2007. Learning from Data: Concepts, Theory, and Methods. 2nd Ed., IEEE Press, John Wiley & Sons, Inc., New York, NY, USA. Christoffersen, P.F. (2012). Elements of financial risk management. 2nd Ed., Academic Press, Elsevier, Oxford, UK. Franke, J., Härdle, W.K., Hafner, C.M. (2015). Statistics of Financial Markets: An Introduction. 4th Ed., Springer-Verlag, Berlin, Germany.					



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	<p>Hillier, F.S., Lieberman, G.J. (2010). Introduction to operations research. 9th Ed., McGraw Hill, New York, USA. Kutz, J.N., 2013. Data-Driven Modeling & Scientific Computation: Methods for Complex Systems & Big Data. Oxford University Press, New York, NY, USA. Martin, V., Hurn, S., Harris, D. (2012). Econometric Modelling with Time Series: Specification, Estimation and Testing. Cambridge University Press, New York, USA. Rao, S.S., 2009. Engineering Optimization: Theory and Practice. 4th Ed., John Wiley & Sons, Inc., New York, NY, USA.</p>
2.12. Quality assurance methods that ensure the acquisition of exit competences	<p>The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.</p>
2.13. Other (as the proposer wishes to add)	-



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1. GENERAL INFORMATION			
1.1. Study programme (undergraduate, graduate, integrated)	Postgraduate doctoral study program	1.6. Type of instruction (number of hours L+S+E)	25+0+0
1.2. Year of the study programme	1	1.7. Expected enrolment in the course	10-20
1.3. Name of the course	Strategic Management and Competitiveness	1.8. Course teacher	Davor Perkov, PhD Bojan Morić Milovanović, PhD
1.4. Credits (ECTS)	8	1.9. Associate teachers	Associates of the University of Zadar and Libertas University in Zagreb
1.5. Status of the course	Elective		
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - To introduce doctoral students to the conceptual framework and analytical tools for strategic management that identify the key organizational performance drivers and explain how to think, formulate, implement, and control strategies in a changing business environment - To enable the understanding of advanced concepts of competitiveness in the context of strategic management: the recording of environments, formulating strategies, implementing strategies, and strategic control - To involve doctoral students in complex strategic thinking and decision making processes with the aim of creating the competitive ability of an organization - To help doctoral students understand the challenges placed in front of managers by global market trends, customer and competition demands, crises and other mega-business changes in the world - To develop the doctoral student's scientific approach needed to overcome these challenges - To connect, through seminar work, the theory and practice of strategic management, especially in the context of competitiveness 		
2.2. Course enrolment requirements and entry competences required for the course	No requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To interpret the role of corporate governance and the importance of managerial ethics in an organization - To identify the external and internal factors of an organization and their impact on the development and implementation of a strategy - To present business projects and examples of good practice in strategic management 		



	<ul style="list-style-type: none"> - To disseminate scientific knowledge and through the use of scientific arguments to communicate with colleagues, a broader scientific and social community about strategic management and competitiveness in a globally connected academic and business community
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - To explain key concepts and the basic concepts of strategic management - To interpret and critically consider strategic management and competitiveness in modern economic conditions - To use analytical tools of strategic management - To develop ethical strategic solutions in an organization - To independently conduct an audit of an organization (profit or non-profit) - To apply strategic management concepts in a case study analysis
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction to Strategic Management: the nature, features and principles of strategic management; corporate governance and management ethics, network level, corporate level, business level, functional level 2. Management process of strategy development and implementation: creating a strategic vision, identifying goals, developing a strategy, implementing and applying a strategy, initiating corrective adaptations, business models, V-A-R-S framework 3. Analyzing the company's external environment: the strategically relevant components of an external business environment, a strategic consideration of industrial and the competitive surroundings of an enterprise, PESTEL analysis, Porter's Industrial Structure Model, the concept of driving forces, the use of strategic groups maps, the analysis of strategy, resource strengths and competitors weaknesses 4. Analyzing the company's internal environment and its competitive position: resources, capabilities, key competencies, SWOT analysis, Value Chain analysis and the Value Network of the enterprise, V-R-I framework, benchmarking 5. Strategic positioning and strategic renewal: five generic competitive strategies, dual (integrated) strategies, renewal and restructuring, 3-P Framework 6. Corporate development strategies: strategic alliances and collaborative partnerships, merger and takeover strategies, vertical integration strategies, diversification strategy, outsourcing strategy, offensive and defensive strategies, strategic matrices portfolio (BCG, GE and ADL) 7. Competition in foreign markets: globalization, concepts of multi-state and global competition, strategic options for entry and competition in foreign markets, profit hotspots, cross-market subsidization and global strategic offensives, competition in emerging markets, Porter's Competitive Advantage Model (diamond) 8. Strategy in action: creating strong resources and organizational capabilities, the creation of key competencies and competitive capabilities, managing internal operations, the organization of cultures and leadership, organizational design, human resources, programs, procedures, budget 9. Other strategic topics: international strategic management; the role of information technology; competitiveness of the Croatian economy (problems and solutions)



2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<input type="checkbox"/> The system of e - learning is used for communication and storage of the teaching materials only. Comment:			
2.7. Student responsibilities	Attendance, solving the project task and the preparation and presentation of the seminar work					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Practical training		Tests	
	Prepartions for classes		Report		Written exam	
	Homework	1	Seminar essay	1,5	Oral exam	1
	Research	2	Essay		(Other)	
	Experimental work		Project	2	(Other)	
2.9. Grading and evaluating student work in class and at the final exam	Independent tasks activities: 20% Evaluation of tasks, projects and e-learning: 40% Written and/or oral exam: 40%					
2.10. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Horvat, Đ., Perkov, D., Trojak, N. (2017). Strategijsko upravljanje i konkurentnost u novoj ekonomiji. Zagreb: Effectus.			82	Yes	
	Hitt, M.A., Ireland, R.D., Hoskisson, R.E. (2016). Strategic Management: Concepts and Cases: Competitiveness and Globalization (12th ed.). Cengage Learning, Boston, MA (USA).			0*	Yes	
	* Will be acquired in accordance with the Regulation of the License Content (NN 24/2010)					



2.11. Optional literature (at the time of submission of study programme proposal)	Anderson, D.R., Sweeney, D.J., Williams, T.A., Camm, J.D., Martin, K. (2012). An Introduction to Management Science (13 th ed.). Mason (USA): South-Western. David, F. (2007). Strategic Management: Concepts and cases (11th ed.). New Jersey: Upper Saddle River. Porter, M. (2008). Konkurentnska prednost - postizanje i održavanje vrhunskog poslovanja. Zagreb: Sinergija. Wheelen, T.L., Hunger, J.D. (2002). Strategic Management and Business Policy. New Jersey: Pearson Education Inc.
2.12. Quality assurance methods that ensure the acquisition of exit competences	The monitoring of the quality and performance of the courses will be conducted continuously and on different levels: statistical analysis and the analysis of results, anonymous polls among students, peer observation and self-evaluation of lecturers, a permanent questionnaire (suggestions for improvement) posted on the web site (available to students and lecturers), feedback from students who have already completed the program regarding the usefulness of the content of particular courses relating to the type of activities/jobs they are performing.
2.13. Other (as the proposer wishes to add)	The work and activities of the doctoral student will be continuously monitored through teaching activities, participation in discussions and the engagement in lectures, the public presentation of research activities, independent writing of papers and through written examination (seminar work and presentations).