



### 3.2. Course description

Basic description		
Course coordinator	Assistant Professor Ana Bobinac, PhD Associate Professor Helga Pavlič; PhD Associate Professor Aleksandar Kešeljević; PhD	
Course title	PHILOSOPHY, METHODOLOGY AND EYHICS	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Mandatory	
Year	I	
ECTS credits and teaching	ECTS student 's workload coefficient	6
	Number of hours (L+E+S)	24 (4+ 0 + 20)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Based on their research and on critical argumentation in the discussing groups, students will acquire knowledge about fundamental concepts of the philosophy of science and know how to applied it on the relevant parts of the economic science. Students will acquire abilities required for critical reading scientific papers and their critical expositions. Articulating the research plan of their dissertation and critically discussing it, students will acquire knowledge concerning necessary steps for creating the scientific research, particularly concerning formulating and testing hypothesis. Students will also acquire knowledge about the basic ethical categories and the ability to applies it on different aspects of economic agency as well as on scientific research and writing.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- acquire knowledge concerning relationship between philosophy, methodology of economics and ethics of,
- interpret traditional and contemporary theories in philosophy of science,
- judge and compare different philosophical approaches to economics,
- analyse the impact of ethical theories to economic attitudes,
- create her/his own views and judgements to different aspects of philosophical an ethical theories .

Doctoral students will also acquire specific and generic skills and abilities and learning outcome:

- the ability to collect data and relevant literature,
- the ability of critical reading and critical discussion in a group, the ability to detect biases and argumentative fallacies,
- the inference ability, particularly the ability of deductive argument creation and correct argumentation pro and con particular statement,
- skills of writing and reporting as well as presenting the scientific issue to non-expert audience,
- the ability to advocate and defend her/his own statement expressing professional and ethical authority,
- willingness to bear moral and social responsibility for successful conducting of the scientific research and for possible social consequences.extended understanding of fundamental philosophical insights



applicable to economic theories that are connected with interdisciplinary areas.

#### 1.4. Course content

The program contains the following thematic units:

1. The technology for performing scientific papers;
2. The relationship between methodology of economics and the philosophy of science,
3. Research methods in social sciences and in economics,
4. The objects of scientific research and how they can be acknowledged,
5. Description and explanation in sciences;
6. Hypothesis formation and taxonomy of hypotheses;
7. The relation between correlation and causality;
8. Experimental and non-experimental methods in economy;
9. The place and role of mathematics in social sciences and economics;
10. Realism and research in economics;
11. Positivism, operationalism and anti-realism;
12. Methodological individualism;
13. Institutions and norms: the role of institutions in economic theories; - odnos etike i ekonomske djelatnosti;
14. The role of ethics in determining economic goals;
15. The importance of ethical principles in scientific research.

#### 1.5. Teaching methods

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment |
| <input checked="" type="checkbox"/> seminars and workshops  | <input type="checkbox"/> multimedia and network           |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                     |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship            |
| <input type="checkbox"/> fieldwork                          | <input type="checkbox"/> other: consultations             |

#### 1.6. Comments

#### 1.7. Student's obligations

Similarly as for other courses the student's obligations will be related to its thesis as much as possible (directly or indirectly being related to other obligations of the study programme that are, again, directed to the thesis). Students are expected to be prepared for the active participation in the classroom (seminars) by reading the relevant literature (critical reading). Based on its own interest (thesis) as well as the study year in which students take this course (1<sup>st</sup> – meaning that student will write the thesis about tax policy or 2<sup>nd</sup>) student makes his seminar paper – future paper to be published or part of his future thesis.

#### 1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay	1	Research	1
Project	0,5	Sustained knowledge check	0,5	Report		Practice	
Portfolio							

#### 1.9. Assessment and evaluation of student's work during classes and on final exam

The doctoral students' work will be assessed and evaluated through their participation in discussions, presentation of their seminar papers and the research.

#### 1.10. Assigned reading

1. Popper, Karl, *The Logic of Scientific Discovery*, Hutchinson, 3-26, 1959.
2. Friedman, Milton, *The Methodology of Positive Economics*, U: *Essays In Positive Economics*, University of Chicago Press, 3-16, 30-43, 1953.
3. Boumans, Marcel, Davis, John, *Economic Methodology: Understanding Economics as a Science*, Bloomsbury Publishing, 93-112, 152-157, 162-165, 2010.



4. Gibson, Burell, Gareth, Morgan, Sociological Paradigms and Organizational Analysis, Heineman, 1-37, 1979.
5. McCloskey, Donald, The rhetoric of economics, Journal of Economic Literature, 21(2), 481-517, 1983.
6. Feyerabend, Paul, Against method, Verso, 14-32, 1993.
7. Kešeljevič, Aleksandar, Is economics scientific discipline loyal to its own starting points and fundamental principles?, Economic Research, 27(1), 46-54, 2014.
8. Bacharach, Samuel B., Organizational theories: Some criteria for evaluation, Academy of Management Review, 14(4), 496-515, 1989.
9. Sutton, Robert I., Staw, Barry M., What Theory is Not, Administrative Science Quarterly, 40(3), 371-384, 1995.
10. Kumar, Ranjit, Research Methodology: A Step-by-step Guide for Beginners. Sage Publications Ltd. 3rd revised edition, 2014.
11. Zelenika, Ratko, Metodologija i tehnologija izrade znanstvenog i stručnog djela, četvrto izdanje, Ekonomski fakultet Sveučilišta u Rijeci i Ekonomski fakultet Univerze u Ljubljani, 2000.  
UPUTE ZA IZRADU I OPREMANJE DOKTORSKIH RADOVA NA SVEUČILIŠTU U RIJECI, 2013.  
[http://uniri.hr/files/staticki\\_dio/propisi\\_i\\_dokumenti/Upute%20za%20izradu%20i%20opremanje%20doktorskih%20radova%20na%20SuRi.pdf](http://uniri.hr/files/staticki_dio/propisi_i_dokumenti/Upute%20za%20izradu%20i%20opremanje%20doktorskih%20radova%20na%20SuRi.pdf)

1.11. *Optional / additional reading*

1.
  1. Hausman, Daniel, McPherson, Michael, Satz, Debra, Economic Analysis, Moral Philosophy, and Public Policy, 3rd edition, Cambridge University Press, 2019.
  2. Redman, Deborah A., Economics and the Philosophy of Science, Oxford University Press, 1993.
  3. Gerring, J., Social Science Methodology: A Unified Framework, 2nd edition, Cambridge University Press, 2012.
  4. Maki, U., The Methodology of Positive Economics, Cambridge University Press, 2009.
  5. Taagepara, N., Making Social Sciences More Scientific, The Need of Predictive Model, Oxford University Press, 2008.
  6. Raiss, Julian, Two Approaches to reasoning from Evidence or What Econometrics Can Learn From Biomedical Research?, Journal of Economics Methodology, 82(3), 341-62, 2015.
  7. Maki, Uskali, Scientific Imperialism: Difficulties in Definition, Identification, and Assessment, International Studies in the Philosophy of Science, 27(3), 325-339, 2013.

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

	<i>Number of copies</i>	<i>Number of students</i>
All material on-line or available from the professor		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	<b>Professor Alemka Šegota, PhD</b> <b>Professor Josip Arnerić, PhD</b> <b>Associate Professor Ivana Tomas Žiković, PhD</b> <b>Associate Professor Tamara Pavasović Trošt, PhD</b>	
Course title	<b>QUANTITATIVE AND QUALITATIVE METHODS IN SCIENTIFIC RESEARCH</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Core</b>	
Year	<b>I</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	8
	Number of hours (L+E+S)	40 (10 + 20 + 10)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

To broaden the knowledge on basic statistic and econometric methods with emphasis on applicative analysis of micro-data (individual, household or firm data). Enable students to apply most important microeconomic methods and deal with problems that are often encountered in empirical research.

To qualify students for the application of time series analysis and familiarize them for the evaluation of econometric model with respect to the data structure. Enable students for the use of appropriate statistical program support and empirical analysis of the questionnaire (survey data).

Introduce students with basic models of data envelopment analysis, their application in determining the relative efficiency of decision-makers, and interpreting the results obtained with the aim of making optimal decisions in business.

Familiarize students with basics of qualitative methods, when they are suitable, how they are executed, and the main issues with doing qualitative research in business and economics.

##### 1.2. Course enrolment requirements

Required background knowledge: basic principles and methods of econometric analysis (e.g. Gujarati, Porter (2008): Basic Econometrics; Wooldridge, J. M. (2016): Introductory Econometrics: A Modern Approach).

##### 1.3. Expected course learning outcomes

After successfully completing this course, doctoral students will be able to:

Choose appropriate econometric methodology in applied microeconomic analysis. Develop, estimate and interpret econometric models from relevant research fields. Argue and explain the appropriateness of chosen estimation method (estimator). Use time series analysis in forecasting. Perform and interpret empirical results from survey research.

Choose the appropriate model, apply it when evaluating relative efficiency, critically evaluate the results obtained, and analyze the possibilities of their application in the area of their own research.

##### 1.4. Course content

The program contains the following thematic units:



ECONOMETRIC ANALYSIS includes the following topics:

- 1) Panel Data Analysis
- 2) Discrete Choice Models
- 3) Time Series Analysis
- 4) Statistical sampling techniques

DATA ENVELOPMENT ANALYSIS includes the following topics:

- 1) Basic Data Envelopment Analysis models
- 2) An extension of basic models
- 3) Window analysis
- 4) An application of Data Envelopment Analysis

QUALITATIVE ANALYSIS will provide basics/overview of qualitative research.

<i>1.5. Teaching methods</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input checked="" type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
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*1.6. Comments*

*1.7. Student's obligations*

The doctoral students have to conduct their own research. In the paper, students should present their own research, answer the research problem and assess which quantitative methods are appropriate for specific research questions.

*1.8. Evaluation of student's work*

Course attendance		Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	3
Project	1	Sustained knowledge check	1	Report		Practice	2
Portfolio							

*1.9. Assessment and evaluation of student's work during classes and on final exam*

Seminar paper as a part of research for the doctoral thesis.

*1.10. Assigned reading*

1. Verbeek, M. (2017): *A Guide to Modern Econometrics*, John Wiley & Sons, 5th Edition.
2. Cooper W. W., Seiford L.M., Tone K. (2007): *Data Envelopment Analysis*, Springer Science+Business Media, LLC, 2<sup>nd</sup> edition
3. Kwadwo Antwi S., Hamza., K. (2013). Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection. *European Journal of Business and Management*, Vol.7, No.3: 217-225.

*1.11. Optional / additional reading*

1. Baltagi B. H., (2013): *Econometric Analysis of Panel Data*, Wiley and Sons, 5th edition.
2. Wooldridge, J. M. (2010): *Econometric Analysis of Cross Section and Panel Data*, MIT, 2nd Edition
3. Cameron, A. C., Trivedi, P.K. (2005): *Microeconometrics: Methods and Applications*, Cambridge University Press.



4. Cameron, A. C., Trivedi, P.K. (2010): *Microeconometrics Using Stata: Revised edition*, Stata Press; 2 edition
5. Cooper W., Seiford L., Zhu J. (2011) :*Handbook on Data Envelopment Analysis*, Springer Science+Business Media, LLC, 2<sup>nd</sup> edition
6. Šegota A., Cerović L.J., Maradin D. (2017): „Efficiency of municipal service providers in the Republic of Croatia“, *Croatian Operational Research Review*, Vol. 8; No. 2: 537-563. (<http://www.hdoi.hr/crorr-journal>, DOI:10.17535)
7. Vlahinić Dizdarević N., Šegota A., (2012): „Total-factor energy efficiency in the EU countries“, *Zbornik radova ekonomskog fakulteta u Rijeci*, Vol. 30, No. 2: 247-265. ([https://doi.org\(10.18045/zbefri\)](https://doi.org(10.18045/zbefri)))
8. Šegota A., (2008):“Evaluating Shops Efficiency Using Data Envelopment Analysis:Categorical Approach“, *Zbornik radova Ekonomskog fakulteta u Rijeci*, Vol. 26, No. 2: 325-343. ([https://doi.org\(10.18045/zbefri\)](https://doi.org(10.18045/zbefri))).
9. Borozan, Đ., Arnerić, J., Čorić, I. (2017): A comparative study of net enterprenurial productivity in developed and post-transition economies, *International Entrepreneurship and Management Journal*, Vol. 13, No. 3: 855-880.
10. Škrabić Perić, B., Sorić, P., Arnerić, J. (2013): The Fisher effect at the borders of the European Monetary Union: evidence from post-communist countries, *Post-communist economies*, Vol. 25, No. 3: 309-324.
11. Tomas Žiković, I. (2018): „Challenges in Predicting Financial Distress in Emerging Economies: The Case of Croatia“, *Eastern European Economics*, DOI (<https://doi.org/10.1080/00128775.2017.1387059>).
12. Saunders, M, P. Lewis & A. Thornhill. 2015. *Research Methods for Business Students*, 7th edition. Pearson.
13. Myers, Michael. 2013. *Qualitative Research in Business and Management*. 2nd edition. Sage

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Verbeek, M. (2017): <i>A Guide to Modern Econometrics</i>	4	
Cooper W. W., Seiford L.M., Tone K. (2007): <i>Data Envelopment Analysis</i> , Springer Science+Business Media	4	
Literature available at the professors'		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Full professor Nela Vlahinić Lenz, PhD Full professor Ljerka Cerović, PhD	Associate professor Vesna Buterin, PhD Associate professor Dario Maradin, PhD Associate professor Nina Ponikvar, PhD
Course title	MICRO AND MACROECONOMIC THEORY AND POLICY	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Mandatory	
Year	II	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	16 (8+0+8)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

To indicate the significance, role and scope of micro and macroeconomic instruments in analysing and understanding the behaviour of economic agents in a constantly volatile environment;

To indicate the complementarity between descriptive, geometric and mathematical dimensions of micro and macroeconomics as scientific disciplines and thus provide a methodological basis for the deeper understanding of economic theories;

To provide students with the comprehensive understanding and critical insights into micro and macroeconomic theories, from classical and neoclassical to contemporary theories;

to provide students with a deeper understanding of key concepts of microeconomic theory with emphasis on the policy of determining the equilibrium price and quantity in short and long run, moving from the output market to the input market, from perfect to imperfect market conditions burdened by numerous market weaknesses and shortcomings;

To develop ability for a deeper understanding and critical review of the sources of economic growth, as well as the effects and limitations of fiscal, monetary and trade policy in terms of a small open economy in the short and medium run;

To develop a high level of students' economic intuition and skills for critical thinking in order to deepen understanding of micro and macroeconomic models, as well as changes in economic reality.

##### 1.2. Course enrolment requirements

None.

##### 1.3. Expected course learning outcomes

After successfully completing this course, the students will be able to:

- identify and apply key concepts of micro and macroeconomic theory and use economic instruments to analyze and understand the effects, scope and constraints of economic theories and policies in the short and long run;
- combine the descriptive, geometric and mathematical logic, necessary for the thorough understanding of micro and macroeconomic theory and its application in the context of business reality;
- argue, defend his/her own opinion on causes, consequences and ways of solving micro



and macroeconomic imbalances, based on theoretically founded conclusions;

- apply a high level of economic intuition and skills for critical thinking in solving complex micro and macroeconomic problems and taking over social responsibility through the assumption of their integrity and personal responsibility in their professional development.

#### 1.4. Course content

##### Microeconomics:

1. Selected topics in the field of *microeconomic theories* on consumer and producer behaviour (traditional and modern, static and dynamic), as well as their implication on efficient allocation of scarce resources and social welfare;
2. Selected topics in the field of *microeconomic theories* focused on different structures, sectors, industries and markets, and the establishment of their equilibrium in the short and long term;
3. Selected topics in the field of *applied microeconomics* related to the engagement of the state in the regulation of market weaknesses and failures, in the choice of corrective mechanisms and their reflection on the efficient allocation of limited resources and the growth of social well-being.

##### Macroeconomics:

1. Critical overview of the macroeconomic paradigms: from neoclassical, neokeynesian to new classical economics and post-keynesian economics;
2. Selected topics in the field of economic growth and long term analysis: from exogenous growth theory to new theories of growth;
3. Fiscal and monetary policy: effects, scope and limitations – short vs. medium run;
4. Macroeconomic policy of the small open economy with flexible and fixed exchange rate: critics and extensions of Mundell-Fleming Model.

#### 1.5. Teaching methods

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment  |
| <input checked="" type="checkbox"/> seminars and workshops  | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                      |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork                          | <input checked="" type="checkbox"/> other: consultations   |

#### 1.6. Comments

Modifications in ECTS form have not been marked specifically in regards to two ex-courses (Microeconomic theories and application and Macroeconomic theories and policies) that have been merged in the new course, because course objectives and learning outcomes have to be synthesized. Essentially, the course content has been reduced to 4 ECTSs (2 for each ex-courses) and consequently, the objectives and learning outcomes should have been rephrased. There are no significant changes within 4 existing ECTSs.

#### 1.7. Student's obligations

Students' obligation is to conduct independent research addressing research question related to the topic of their scientific interest, i.e. doctoral dissertation and present the results in written and oral form. Students' independent research is based on critical reading and writing as prerequisites for placing research results within theoretical/conceptual framework needed for valid scientific presentation and discussion of the obtained results, while referring to the results of previous research. During their research, students are expected to develop scientific interests and get acquainted with research methodology. Finally, the students' research is expected to be published and embedded into their dissertation.

#### 1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper	2	Experimental work	
Written exam		Oral exam		Essay		Research	2





Project	Sustained knowledge check	Report	Practice
Portfolio			
<b>1.9. Assessment and evaluation of student's work during classes and on final exam</b>			
Final grade is based on the quality of student's seminar paper (50%) and oral discussion (50%) which covers the topic of his/her research interest that was previously approved by the course professor. The quality of seminar paper is assessed on the basis of student's specific research skills which demonstrate the ability of data collection, critical reading and scientific reasoning, application of research methodology, as well as the skills of shaping the seminar paper into the scientific article suitable for publication.			
<b>1.10. Assigned reading</b>			
<b>MICROECONOMICS</b>			
<b>Books:</b>			
<ol style="list-style-type: none"><li>1. Chiang, E. P.: Microeconomics: Principles for a Changing World, 6<sup>th</sup> edition, MacMillan Learning, 2023.</li><li>2. Hubbard, G. &amp; O'Brien, A. P.: Microeconomics, 9<sup>th</sup> edition, Pearson, 2023.</li><li>3. Frank, R. H.: Microeconomics and Behavior, 10<sup>th</sup> edition, McGraw Hill, 2021.</li></ol>			
<b>Journal articles:</b>			
<ol style="list-style-type: none"><li>1. Kranton, R., McAdams, D. Social Connectedness and Information Markets. <b>American Economic Journal: Microeconomics</b>. 16 (2024) 1; 33-62.</li><li>2. Kaplow, L. Competition Policy in a Simple General Equilibrium Model. <b>Journal of Political Economy Microeconomic</b>. 1 (2023) 1; 80-114.</li><li>3. Kojić, V. A Note on Concavity Conditions of Cobb–Douglas and CES Production Function with at Least Two Inputs. <b>Studies in Microeconomics</b>. 9 (2021) 1; 1-10.</li><li>4. Agyekum, C.K., Haifeng, H., Agyeiwaa, A. Consumer Perception of Product Quality. <b>Microeconomics and Macroeconomics</b>. 3 (2015) 2; 25-29.</li><li>5. Rees, R., Wambach, A. The Microeconomics of Insurance. <b>Foundations and Trends in Microeconomics</b>. 4 (2008) 1-2; 1-163.</li><li>6. <b>Articles in journals related to the topic:</b> Applied Economics, Economic and Business Review, Economic Research, Journal of Economic Literature, Journal of Economic Perspectives, Journal of Human Resources, Journal of the European Economic Association, Oxford Review of Economic Policy, Quarterly Journal of Economics, Review of Economic Studies, Social Research, The American Economic Review, The Economic Journal</li></ol>			
<b>MACROECONOMICS</b>			
<b>Books:</b>			
<ol style="list-style-type: none"><li>1. Romer, D., Advanced Macroeconomics, 4<sup>th</sup> Edition, McGraw-Hill and Irwin, New York, 2012</li><li>2. Acocella, N. <i>Rediscovering Economic Policy as a Discipline</i>, Cambridge: Cambridge University Press, 2018</li></ol>			
<b>Journal articles:</b>			
<ol style="list-style-type: none"><li>3.<ol style="list-style-type: none"><li>1. M.T. Belongia, P.N. Ireland: A Classical View of the Business Cycle, Journal of Money, Credit and Banking, Vol. 53, Issue 2-3, 2021, pp. 333-366</li><li>2. J. Best: The quiet failures of early neoliberalism: From rational expectations to Keynesianism in reverse, Review of</li></ol></li></ol>			



International Studies, 46: 5, 2020, pp. 594–612

3.J.B. Rudd: Why do we think that inflation expectations matter for inflation? (And should we?), Review of Keynesian Economics, Vol. 10 No. 1, Spring 2022, pp. 25–45

4.A.S. Iqbal: The Mundell-Fleming Model and the Impossible Trinity. In: Foreign Exchange. Palgrave Macmillan, 2022

5.Obstfeld, M., International Macroeconomics: Beyond the Mundell-Fleming Model, NBER Working Paper No. 8369, July 2001

6. Stiglitz, J.E., Where modern macroeconomics went wrong, Oxford Review of Economic Policy, Volume 34, Issue 1-2, 5 January 2018, 70-106.

1.11. *Optional / additional reading*

**MICROECONOMICS**

**Books:**

1. Krugman, P. R. & Wells, R. E.: Microeconomics, 6<sup>th</sup> edition, Worth Publishers, 2020.
2. Perloff, J. M.: Microeconomics: Theory and Applications with Calculus, 5<sup>th</sup> edition, Pearson, 2020.
3. Baumol, W. J.; Blinder, A. S.; Solow, J. L.: Microeconomics: Principles & Policy, 14<sup>th</sup> edition, Cengage Learning, 2019.

**Journal articles:**

1. Turčić, Irena; Cerović, Ljerka; Maradin, Dario. Willingness to pay price premium for products of Croatian family farms. *Society and economy*. 44 (2022), 3; 337-352.
2. Maradin, Dario; Cerović, Ljerka; Šegota, Alemka. The efficiency of wind power companies in electricity generation. *Energy strategy reviews*. 37 (2021), 100708, 11.
3. Mjeda, Trina; Vlahinić Lenz, Nela; Cerović, Ljerka. The microeconomic approach to food demand modelling: Empirical results for Croatian households. *Economic research*. 33 (2020), 1079-1093.
4. Mišura, Marcela; Cerović, Ljerka; Buterin, Vesna. Relationship between corporate social responsibility and business success: Case of the global tobacco industry. *Management: Journal of Contemporary Management Issues*. 23 (2018), 1; 157-171.
5. Cerović, Ljerka; Dukić Samaržija, Nikolina; Brkić, Marko. Balancing between Efficiency and Equity in Publicly Funded Health Systems. // *International Public Administration Review*. XV (2017), 1; 33-49.
6. Šegota, Alemka; Cerović Ljerka; Maradin Dario. Efficiency of municipal service providers in the Republic of Croatia. // *Croatian Operational Research Review*. 8 (2017), 2; 537-562.
7. Grudić Kvasić, Sanda; Cerović, Ljerka; Olgić Draženić, Bojana. Online Corporate Social Responsibility Reporting in the Croatian Banking Sector. // *International Public Administration Review*. 14 (2016), 4; 9-26.
8. Cerović, Ljerka; Arbula Blečić, Andrea; Štambuk, Ana. Relevant Areas and Indicators of Quality in Higher Education Institutions: Evaluating the System of Higher Education in Economics. // *Management: Journal of Contemporary Management Issues*. 19 (2014), 2; 89-116.
9. Maradin, Dario; Cerović, Ljerka. Possibilities of Applying the DEA Method in the Assessment of Efficiency of Companies in the Electric Power Industry: Review of Wind Energy Companies. // *International Journal of Energy Economics and Policy*. 4 (2014), 3; 320-326.
10. Dukić, Nikolina; Arbula Blečić, Andrea; Cerović, Ljerka. Economic Implications of Insufficient Health Literacy. // *Ekonomika istraživanja*. 26 (2013), Special Issue; 117-132.
11. Ponikvar, Nina; Stemberger, Jakob; Zajc Kejžar, Katja. GVC participation, firm characteristics and



performance: firm-level evidence from CEE. *Journal of East European management studies*. 2023, p. 25-53.

12. Ponikvar, Nina; Anderluh, Marija; Strmljan Kreslin, Eva; Marc, Mojca. Economic evaluation of preventive healthcare: a cost benefit analysis of a parenting program. *Eurasian journal of social sciences*. Jun. 2021, vol. 9, iss. 2; p. 89-97.
13. Ponikvar, Nina; Zajc Kejžar, Katja; Peljhan, Darja. The role of financial constraints for alternative firm exit modes. *Small business economics*. Jun. 2018, vol. 51, iss. 1; p. 85-103.
- 14.

## MACROECONOMICS

### Books:

1. Acocella, N., Di Bartolomeo, G., *The Theory of Economic Policy in a Strategic Context*, Kindle Edition, 2012
2. Ljungquist, L. and T. Sargent, *Recursive Macroeconomic Theory*, MIT Press, 2000

### Journal articles:

1. D.H.B. Phan et.al.: Economic policy uncertainty and financial stability - Is there a relation?, *Economic Modelling*, Vol. 94, January 2021, pp. 1018-1029
2. Zhou, Haonan, *Open Economy, Redistribution, and the Aggregate Impact of External Shocks*, 2022, Available at SSRN: <https://ssrn.com/abstract=3902121> or <http://dx.doi.org/10.2139/ssrn.3902121>
3. Jakovac Pavle, Vlahinić Nela, Žiković Saša: Macroeconomic Impacts of Electricity Generation on Croatian Real GDP: Causality Analysis, Book chapter in: *Entrepreneurship, Business and Economics - Vol. 2; Proceedings of the 15th Eurasia Business and Economics Society Conference* (Ed: Huseyin Bilgin, M., Danis, H.), Springer International Publishing (ISBN: 978-3-319-27572-7), 2016., 209-230.
4. Vlahinić Lenz Nela, Grgurev Ivana: Assessment of Energy Poverty in New EU Member States: The Case of Bulgaria, Croatia and Romania, *International Journal of Energy Economics and Policy*, 7 (2), 2017, 1-8
5. Vlahinić Lenz Nela, Prša Vedran: Growth Potential of Energy Sector Reforms: New Evidence on EU and Southeast European Countries by Exploring Impact on Electricity Generation, *Proceedings of Rijeka Faculty of Economics: Journal of Economics and Business*, 33 (2), 2015, 275-297
6. Škare, M., Buterin, V., *Modelling and Forecasting Unemployment Nonlinear Dynamics Using Spectral Analysis*, *Inzinerine Ekonomika-Engineering Economics*, Vol. 26, No. 4, 2015, 373-383
7. Buterin, V., Škare, M., Buterin, D, *Macroeconomic model of institutional reforms' influence on economic growth of the new EU members and the Republic of Croatia*, *Economic Research - Ekonomska istraživanja*, Vol. 30, No. 1, 2017, 1572–1593
- 8.

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

Title	Number of copies	Number of students
All literature is available in open access or from the course professors.		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Regulated and carried out in accordance with the Ordinance on Studies of the University of Rijeka, the Regulations on the University Postgraduate Doctoral Study Program in Economics and Business Economics at the Faculty of Economics in Rijeka and the Quality Assurance Manual of the Faculty of Economics in Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	<b>prof. Josip Arnerić, PhD</b> <b>Associate Professor Blanka Škrabić, PhD</b> <b>Associate Professor Rok Spruk, PhD</b>	
Course title	<b>ADVANCED ECONOMETRICS</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>II</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	25 (10+5+10)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

To broaden knowledge on advance econometric methods. To familiarize students with the theoretical bases and practical measuring of economic phenomena in statistical practice. To qualify students for a complete statistic and economic analysis in order to, regarding the nature of the problem, find the most suitable statistical data, choose the proper statistical method, process the data and formally and adequately present the results. To understand sophisticated econometric techniques and apply them using a raw dataset in a reliable and transparent manner. Moreover, the objective of the course is to enable students to understand the theoretical fundamentals of econometric methods, develop the ability to use certain methods in analysis of relations between economic variables and to interpret the results. The second objective of the course is to connect the understanding of the advanced concepts in cutting-edge econometrics with the application of estimation techniques in Stata. Upon completion of the course, the students should be able to interpret the estimated parameter estimates and results.

##### 1.2. Course enrolment requirements

None

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:  
 Choose appropriate econometric methodology when doing empirical research.  
 Develop, estimate and interpret econometric models from relevant research fields.  
 Develop their own research, answer the research problem and assess which econometric methods are appropriate for different research questions;  
 Apply research methodology, regarding acquiring reasoning skills (computer skills and knowledge of appropriate programs, knowledge of statistical analysis, knowledge of quantitative econometric models, statistical reasoning skills, the ability to draw conclusions based on quantitative data);

##### 1.4. Course content

###### 1. TIME SERIES PART

Difference equations, Univariate time series, Stationary and integrated processes, ARIMAX models, GARCH models, Unit root tests, Vector autoregressive and error correction models, Estimation and Model specification, Uses of multiple time series models, Causality Analysis, Impulse response analysis, Forecast error variance decomposition

###### 2. PANEL DATA PART



Arellano and Bond estimator, Blundell and bond estimator, Least Squares Dummy Variable corrected (LSDVc) estimator, Heterogeneous dynamic panel data models (MG i PMG)

3. DIFFERENCE-IN-DIFFERENCES AND SYNTHETIC CONTROL ESTIMATOR PART

The Mechanism of Difference-in-Differences, Difference-in-Differences as a Policy and Program Evaluation Technique, Synthetic Control Estimator, Model Construction and Estimation, Parametric Synthetic Control Estimates with Nested Optimization, Small-Sample vs. Large-Sample and Big-Data Case Studies

<i>1.5. Teaching methods</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input checked="" type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
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*1.6. Comments*

*1.7. Student's obligations*

The doctoral students have to conduct their own research. Students should present their own research, answer the research problem and assess which econometric methods are appropriate for specific research questions.

*1.8. Evaluation of student's work*

Course attendance		Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project	1	Sustained knowledge check	0,5	Report		Practice	0,5
Portfolio							

*1.9. Assessment and evaluation of student's work during classes and on final exam*

Seminar paper as a part of research for the doctoral thesis

*1.10. Assigned reading*

1. Baltagi B. H., (2013): *Econometric Analysis of Panel Data*, Wiley and Sons, 5th edition.
2. Arellano, M, and Bond,S. (1991) Some Tests of Specification for Panel Data: Monte Carlo Evidence and an Application to Employment Equations.*The Review of Economic Studies* 58 (2): 277–97. doi:10.2307/2297968.
3. Blundell, R, and Bond,S. (1998) Initial Conditions and Moment Restrictions in Dynamic Panel Data Models.” *Journal of Econometrics* 87 (1): 115–43. doi:10.1016/S0304-4076(98)00009-8.
4. Blundell, R, and Bond,S 2000. “GMM Estimation with Persistent Panel Data: An Application to Production Functions.” *Econometric Reviews* 19 (3): 321–40. doi:10.1080/07474930008800475.
5. Kiviet, J. F. (1995). On bias, inconsistency, and efficiency of various estimators in dynamic panel data models. *Journal of Econometrics*, 68(1), 53–78. doi:10.1016/0304-4076(94)01643-E
6. Bruno, G. S. (2005). Estimation and inference in dynamic unbalanced panel-data models with a small number of individuals. *Stata Journal*, 5(4), 473–500
7. Pesaran, M.H., Shin, Y., and Smith R.P., 1999. Pooled mean group estimation of dynamic heterogeneous panels. *Journal of the American Statistical Association*. 94, 621-634.
8. Blackburne, E.F. and Frank, MW., 2007. Estimation of nonstationary heterogeneous panels. *The Stata Journal*. 7, 197-208.
9. Pickup, M., (2014). *Introduction to Time Series Analysis (Quantitative Applications in the Social Sciences)*, SAGE Publications
10. Masten, I., Banerjee A., Marcellino M., *Structural FECM: Cointegration in Large-Scale Structural FAVAR*



models”, Journal of Applied Econometrics, forthcoming.

11. Masten, I., Banerjee A., Marcellino M., “Forecasting with Factor Augmented Error-Correction Models”, International Journal of Forecasting, 30(3), 2014.
12. Abadie, Alberto, Alexis Diamond, and Jens Hainmueller. "Comparative politics and the synthetic control method." American Journal of Political Science 59, no. 2 (2015): 495-510.

*1.11. Optional / additional reading*

1. Škrabić Perić, B., Sorić, P., & Arnerić, J. (2013). The Fisher effect at the borders of the European Monetary Union: evidence from post-communist countries. Post-Communist Economies, 25(3), 309-324.
2. Basarac Sertić, M., Vučković, V., & Škrabić Perić, B. (2015). Determinants of manufacturing industry exports in European Union member states: a panel data analysis. Economic research-Ekonomska istraživanja, 28(1), 384-397.
3. Višić, J., & Perić, B. Š. (2011). The determinants of value of incoming cross-border mergers & acquisitions in European transition countries. Communist and Post-Communist Studies, 44(3), 173-182.
4. Peric, B. S., & Konjusak, N. (2017). How did rapid credit growth cause non-performing loans in the CEE Countries?. South East European Journal of Economics and Business, 12(2),
5. Abadie, Alberto, and Javier Gardeazabal. "The economic costs of conflict: A case study of the Basque Country." American Economic Review 93, no. 1 (2003): 113-132.
6. Abadie, Alberto, Alexis Diamond, and Jens Hainmueller. "Synthetic control methods for comparative case studies: Estimating the effect of California’s tobacco control program." Journal of the American statistical Association 105, no. 490 (2010): 493-505.
7. Billmeier, Andreas, and Tommaso Nannicini. "Assessing economic liberalization episodes: A synthetic control approach." Review of Economics and Statistics 95, no. 3 (2013): 983-1001.
8. Cavallo, Eduardo, Sebastian Galiani, Ilan Noy, and Juan Pantano. "Catastrophic natural disasters and economic growth." Review of Economics and Statistics 95, no. 5 (2013): 1549-1561.
9. Pinotti, Paolo. "The economic costs of organised crime: Evidence from Southern Italy." The Economic Journal 125, no. 586 (2015).
10. Restrepo, Brandon J., and Matthias Rieger. "Denmark’s policy on artificial trans fat and cardiovascular disease." American Journal of Preventive Medicine 50, no. 1 (2016): 69-76.
11. Hamilton, J.D. (1994). Time Series Analysis, Princeton University Press
12. Montgomery, D.C., Jennings, C, Kulahci, M., (2015). Introduction to Time Series Analysis and Forecasting (Wiley Series in Probability and Statistics) 2nd Edition, Wiley-Interscience

*1.12. Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Econometric Analysis of Panel Data	4	
Introduction to Time Series Analysis (Quantitative Applications in the Social Sciences	4	
All other literature is available from the course professors	∞	

*1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Regulated and carried out in accordance with the Ordinance on Studies of the University of Rijeka, the Regulations on the University Postgraduate Doctoral Study Program in Economics and Business Economics at the Faculty of Economics in Rijeka and the Quality Assurance Manual of the Faculty of Economics in Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Nada Denona Bogović, PhD Mario Pečarić, PhD Zoran Ježić, PhD	
Course title	ECONOMIC DEVELOPMENT (selected topics)	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	16 (8+0+8)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

This course enables students to acquire theoretical knowledge and master methodological instruments used in scientific analysis of assumptions, conditions and consequences of economic development and in creating policies of sustainable development.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- master theoretical concepts for the economic analysis and evaluation of development trends, their assumptions, causes and effects
- master concepts and methods for measuring economic development and the state of development
- critically argue scientifically based diagnoses of development flows
- design a sustainable development policy
- analyze the influence of finance and financial systems on economic growth and development

##### 1.4. Course content

The program contains the following thematic units:

1. Relation between growth and development
2. Development theories
3. Analysis and measuring the degree of development
4. State role in economic development (institutions and decision- making in terms of the development process)
5. Conceptual approach to development from the aspect of environmental and ecological economy
6. Population, human resources and economic development
7. Distribution of income, poverty and social cohesion
8. Technological development and structural changes
9. Financing development



10. selected topics in economic development based on the doctoral thesis of the candidate							
1.5. Teaching methods		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork			<input checked="" type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations		
1.6. Comments							
1.7. Student's obligations							
Active class participation based on a critical study of literature Individual research on a topic of choice							
1.8. Evaluation of student's work							
Course attendance		Activity/Participation		Seminar paper		Experimental work	
Written exam		Oral exam	2	Essay		Research	2
Project		Sustained knowledge check		Report		Practice	
Portfolio							
1.9. Assessment and evaluation of student's work during classes and on final exam							
oral exam, research							
1.10. Assigned reading							
29. Todaro, M.P., Smith, S.C.: Economic Development, 13th edition, Pearson Education Limited, 2020. 30. Perkins, D.H. and Radelet, S.: Economics of Development (Seventh Edition), W. W. Norton & Company, 2012. 31. Forsyth, D.C., Clunies-Ross, A. and Huq, H.: Development Economics, McGraw-Hill Education, 2009 32. 4.. Thirlwall, A. P.: Growth and Development - with special reference to developing economies, Palgrave-Macmillan, London, 2003. 33. Todaro, M.P., Smith, S.C.: Ekonomski razvoj, deveto izdanje 2006., prijevod TKD Šahinpašić, Sarajevo, 2006. <a href="https://uniri-my.sharepoint.com/:f/g/personal/zoran.jezic_uniri_hr/EigL6ZhWBMhBu1-5Y4iKzAwB1GI4LX8U8SrTF94FzFfNmA?e=ByZPY0">https://uniri-my.sharepoint.com/:f/g/personal/zoran.jezic_uniri_hr/EigL6ZhWBMhBu1-5Y4iKzAwB1GI4LX8U8SrTF94FzFfNmA?e=ByZPY0</a> , članci: 34. Enrico Spolaore, Romain Wacziarg: How deep are the roots of economic development?, Journal of Economic Literature, June 2013 35. William Easterly, Ross Levine: The European origins of economic development, Journal of Economic Growth, (2016) 21:225–257 36. Berthold Herrendorf, Richard Rogerson, Ákos Valentinyi: Growth and Structural Transformation, Handbook of Economic Growth, Volume 2, 2014, Pages 855-941 37. Dani Rodrik: Premature deindustrialization, Journal of Economic Growth (2016) 21:1–33 38. Daniel Halter, Manuel Oechslin, Josef Zweimüller: Inequality and growth: the neglected time dimension, Journal of Economic Growth, (2014) 19:81–104 39. Markus Brueckner, Era Dabla Norris, Mark Gradstein: National income and its distribution, Journal of Economic Growth, (2015) 20:149–175 40. Daron Acemoglu, Suresh Naidu, Pascual Restrepo, James A. Robinson: Democracy, Redistribution, and Inequality, Handbook of Income Distribution, Volume 2, 2015, Pages 1885-1966 41. <a href="http://www.scielo.br/scielo.php?pid=S0103-40142012000100006&amp;script=sci_arttext&amp;tIng=en">http://www.scielo.br/scielo.php?pid=S0103-40142012000100006&amp;script=sci_arttext&amp;tIng=en</a> 42. Ademar Ribeiro Romeiro : Sustainable development: an ecological economics perspective (2012) 43. <a href="http://www.scielo.br/scielo.php?script=sci_nlinks&amp;ref=000171&amp;pid=S0103-4014201200010000600017&amp;Ing=en">http://www.scielo.br/scielo.php?script=sci_nlinks&amp;ref=000171&amp;pid=S0103-4014201200010000600017&amp;Ing=en</a>							





44. DALY, H.; FARLEY, J. *Ecological economics*. Principles and applications. Washington: Island Press, 2004,
45. <https://www.sciencedirect.com/science/article/pii/S0921800909002249>
46. Inge Røpke : Theories of practice — New inspiration for ecological economic studies on consumption (2009)
47. <https://research.vu.nl/ws/files/1687943/00080.pdf>
48. TI 2000-080/3 Tinbergen Institute Discussion Paper Themes, Approaches, and Differences with Environmental Economics Jeroen C.J.M. van den Bergh (2000)
49. <http://www.uvm.edu/~jfarley/EEseminar/readings/What%20is%20ecological%20economics.pdf>
50. *Ecoigrcl Economic-s*. 1 (1989) I-7 Elsevier Science Publishers B.V.. Amsterdam - Printed in The Netherlands WHAT IS ECOLOGICAL ECONOMICS? ROBERT COSTANZA Coastal and Encironmental Pohy Program, Center for Environmental and Estuarine Studies. University o/ MaTland, Solomons. MD 20688-0035 (O: S. A.)
51. [http://www.scientiasocialis.lt/pec/files/pdf/vol44/10-19.Denona-Bogovic\\_Vol.44.pdf](http://www.scientiasocialis.lt/pec/files/pdf/vol44/10-19.Denona-Bogovic_Vol.44.pdf)
52. education in the 21stcentury Volume 44, 2012 10 ISSN 1822-7864
53. EDUCATION PRINCIPLES IN A MODEL OF STRONG SUSTAINABILITY
54. Nada Denona Bogović, Saša Čegar University of Rijeka, Rijeka, Croatia
55. <http://www.uvm.edu/~jfarley/EEseminar/readings/sus%20jus%20eff.pdf>
56. *Ecologicd Econorrzics, h ( I YY1) IS5 - I Y)*.; Elscvicr Scicncc Publishers B.V.. Amsterdam Commentary Allocation, distribution, and scale: towards an economics that is efficient, just, and sustainable Herman E. Daly ' Etu~irotmwrtr Dqxrmmt, World Butk, Wushitrgtorl. DC. tiSA (Received 14 December 1991: accepted 17 April 1992)

1.11. *Optional / additional reading*

1. Ray, Debray: *Development Economics*, Princeton University Press, New Jersey, 1998.
2. Thirlwall, A. P.: *Growth and Devlopment - with special reference to developing economies*, Palgrave-Macmillan, London, 2003.
3. Karaman Aksentijević, N. (ur.): *Ljudski potencijali i ekonomski razvoj*, Ekonomski fakultet u Rijeci, Rijeka, 2012.
4. Meier, G.M. I Rauch, J.E., *Leading Issues in Economic Development*, Oxford University Press, Oxford, 2005.
5. Dragičević, M.: *Ekonomija i novi razvoj*, Alineja, Zagreb, 1996.
6. Šimunović, I.: *Planiranje ili pravo na budućnost*, Marjan tisak, Split, 2005
7. Hirschman, A.O.: *The Strategy of Economic Development*; Yale University Press, New Haven, 1974.
8. Gillis, M., Perkins, D.M., Roemer, M., Shodgrass, D.R.: *Economics of Development*, W.W. Norton, New York – London, 1983.
9. Goldin, I.(ur.): *The economics of sustainable development*, University Press, Cambridge, 1995.
10. Hagen, E.E.: *Economics of Development*, Richard D. Irwin, Inc. Illinois, 1980.
11. Hardi, P. et al.: *Measuring sustainable development: review of current practice*, Ottawa, 1997.
12. International Conference of the Faculty of Economics, *From transition to development: globalisation and political economy of development in transition economies: conference proceedings*, Sarajevo, 2004.
13. Karaman Aksentijević, N.: *The macroeconomic Aspect of Prestructuring Croatian Manufacturing Industry towards European Union*, Proceedings of the 2nd International Conference Economic System of EU and Croatian Adjustment, Faculty of Economics Rijeka, Facolta di economia Trieste, Europacentrum Jean Monet Universitet Antwerpen, Rijeka – Trieste – Antwerpen, 1999.
14. Karaman Aksentijević, N., Denona Bogović, N.: *Economic Inequality in the Republic of Croatia – Comparison with the Selected CEE Countries*, Proceedings of the International Conference Business and Economic Development in the Central and eastern Europe in the period of joining to EU, Brno, 2003.
15. Karaman Aksentijević, N.: *Politika ekonomskog razvoja u procesu integracije Republike Hrvatske u Europsku uniju*, u Karaman Aksentijević, N., Blažić, H., Kaštelan Mrak, M., Rosentraub S., M. (ur.), *Ekonomska*



decentralizacija i lokalna samouprava, Sveučilište u Rijeci, Ekonomski fakultet Rijeka, Cleveland State University, Maxine Goodman Levine College of Urban Affairs, 2004.

16. Perkins, H.D.: Economics of development, W.W. Norton&Co., New York, 2001.

17. \*: Economic development on the local and regional level: initiatives in South-East Europe, Friedrich Ebert Stiftung, Zagreb, 2003.

18. Addison, T., Mavrotas, G. (Eds.):Development Finance in the Global Economy- The Road Ahead, Palgrave , 2008 (selected chapters-articles)

19. White et al., Financing Economic Development in the 21st Century, Urban Publications, 2003.(selected chapters- articles)

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Todaro, M.P., Smith, S.C.: Ekonomski razvoj, deveto izdanje 2006., prijevod TKD Šahinpašić, Sarajevo, 2006.	14	
Todaro, M.P., Smith, S.C.: Economic Development, 13th edition, Pearson Education Limited, 2020.	3	
David J. C. Forsyth and Anthony Clunies Ross: Development Economics, McGraw-Hill Education, 2009	3	

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Regulated and carried out in accordance with the Ordinance on Studies of the University of Rijeka, the Regulations on the University Postgraduate Doctoral Study Program in Economics and Business Economics at the Faculty of Economics in Rijeka and the Quality Assurance Manual of the Faculty of Economics in Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Associate Professor Jasmina Dlačić, PhD Full Professor Ivana First Komen, PhD Full Professor Ana Štambuk, PhD Associate Professor Jelena Jardas Antičić, PhD, Associate Professor Tamara Pavasović Trošt, PhD Full Professor Borut Milfelner, PhD	
Course title	<b>APPLICATION OF QUANTITATIVE AND QUALITATIVE RESEARCH IN BUSINESS ECONOMICS</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Mandatory</b>	
Year	<b>II</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	24 (12+0+12)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Objectives of course Application of quantitative and qualitative research in Business Economics is to enable students to develop critical thinking related to specific problems, to broaden mindset and equip student with knowledge on implementing different quantitative and qualitative research methods.

##### 1.2. Course enrolment requirements

-

##### 1.3. Expected course learning outcomes

Develop knowledge on methodology used in quantitative and qualitative research; develop critical thinking related to specific problems in business economy.

##### 1.4. Course content

Methods of data collecting, validity and reliability of research instruments (First Komen), Qualitative research methods (Pavasović Trošt), Application of Neural Networks in scientific research (Štambuk), Research using multi-criteria decision analysis (Jardas Antičić), Research using structural equation modeling (Dlačić)

##### 1.5. Teaching methods

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment |
| <input checked="" type="checkbox"/> seminars and workshops  | <input type="checkbox"/> multimedia and network           |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                     |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship            |
| <input type="checkbox"/> fieldwork                          | <input type="checkbox"/> other:                           |

##### 1.6. Comments

##### 1.7. Student's obligations

Students are expected to prepare for in-class discussion using relevant literature (critical reading and thinking). Emphasis is on critical reading, writing and presenting original research through critical review on selected papers, peer feedback and developing own research ideas with application of quantitative and qualitative research methods.

##### 1.8. Evaluation of student's work



Course attendance		Activity/Participation	0,5	Seminar paper	1,5	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project		Sustained knowledge check		Report		Practice	
Portfolio							

### 1.9. Assessment and evaluation of student's work during classes and on final exam

Successful completion of course is based on:

- Critical review of selected papers 75%
- In-class discussion and commenting 25%

Students are expected to critically review scientific papers and to actively participate in in-class discussion in giving peer review feedback.

#### 1.10. Assigned reading

1. Adebisi, A. A., Adewumi, A. O., & Ayo, C. K. (2014). Comparison of ARIMA and artificial neural networks models for stock price prediction. *Journal of Applied Mathematics*, 2014.
2. Al-Masri, E., & Mahmoud, Q. H. (2009, October). Discovering the best web service: A neural network-based solution. In *Systems, Man and Cybernetics, 2009. SMC 2009. IEEE International Conference on* (pp. 4250-4255). IEEE.
3. Böttger, T., Rudolph T., Evanschitzky, H. and Pfrang, T. (2017). Conceptualization, Scale Development, and Validation, *Journal of Marketing*, Vol. 81, No. 6, pp. 116-13.
4. Brannen, J. & R. O'Connell. 2014. "Data Analysis I: Overview of Data Analysis Strategies". Pp. 257-274 in Hesse-Biber and Johnson (eds.), *Oxford Handbook of Multimethod and Mixed Methods Research Inquiry*. Oxford University Press.
5. Figueira, J., Greco, S., Roy, B., Slowinski, R.: Electre Methods: Main Features and Recent Developments, *Applied Optimization*, pp 51-89, 2010
6. Fuchs, C. and Diamantopoulos, A., 2009. Using single-item measures for construct measurement in management research: Conceptual issues and application guidelines. *Die Betriebswirtschaft*, 69(2), p.195-210.
7. Gibbert Michael; Ruigrok, Winfried; Wicki Barbara (2008), Research notes and commentaries what passes as a rigorous case study?, *Strategic Management Journal*, Volume: 29 Issue: 13 Pages: 1465-147.
8. Golder, P. N., Dekimpe, M. G., An, J. T., van Heerde, H. J., Kim, D. S. U., & Alba, J. W. (2023). Learning from Data: An Empirics-First Approach to Relevant Knowledge Generation. *Journal of Marketing*, Vol. 87, No. 3, pp. 319-336.
9. Hulland, J. Baumgartner, H. & Smith, K. M. (2017), Marketing survey research best practices: evidence and recommendations from a review of JAMS articles, *Academy of Marketing Science*, Vol. 46, pp. 92-108.
10. Gökhan Yücel, M. Görener A.: Decision Making for Company Acquisition by Electre Method, *International Journal for Supply Chain Management*, Vol5, No1, 2016
11. MacInnis, D.J. and Folkes, V.S., 2009. The disciplinary status of consumer behavior: A sociology of science perspective on key controversies. *Journal of Consumer Research*, 36(6), pp.899-914.
12. Park, C. W., MacInnis, D., Priester, J., Eisingerich, A., Iacobucci, D. (2010): Brand Attachment and Brand Attitude Strength: Conceptual and Empirical Differentiation of Two Critical Brand Equity Drivers, *Journal of Marketing*, Volume: 74 Issue: 6 Pages: 1-17
13. Saaty, T. L: Decision making with the analytic hierarchy process, *Int. J. Services Sciences*, Vol. 1, No. 1, pp. 83-98, 2008.
14. Saldana, J. 2023 *The Coding Manual for Qualitative Researchers*, 4th edition, Sage
15. Scandura, T.A. and E.A. Williams (2000), 'Research methodology in management: Current practices,



trends, and implications for future research', *Academy of Management Journal*, 43, 6, 1248-1264.

16. Srok, A., Jardas Antonić, J., Borković M.: Being an Efficient Smart City in Croatia: The View of Citizens, *Lex Localis: Journal of Local Self-Government*, 2022, Vol 20, Issue 4, p959.

17. Zeugner-Roth, K.P., Žabkar, V. and Diamantopoulos, A., 2015. Consumer ethnocentrism, national identity, and consumer cosmopolitanism as drivers of consumer behavior: A social identity theory perspective. *Journal of international marketing*, 23(2), pp.25-54.

1.11. *Optional / additional reading*

1. Brans, J. P., Vincke, PH: A preference ranking organisation method, *management science*, Vol. 31, No. 6, June 1985
2. Castiglione, F. (2001). Forecasting price increments using an artificial Neural Network. *Advances in Complex Systems*, 4(01), 45-56.
3. Dlačić, J. and Žabkar, V., 2012. Relationship commitment, relational equity and company image in customer loyalty development. *Economic research-Ekonomska istraživanja*, 25(2), pp.503-523.
4. Dlačić, J., Arslanagić, M., Kadić-Maglajlić, S., Marković, S. and Raspor, S., 2014. Exploring perceived service quality, perceived value, and repurchase intention in higher education using structural equation modelling. *Total Quality Management & Business Excellence*, 25(1-2), pp.141-157.
5. Ishizaka, A; Nemery, F.: *Multi-criteria Decision analysis- Methods and Software*, Wiley & Sons, 2014
6. Jardas Antonić J. ; Antonić, D.: Microsoft Technology as an Optimization Tool in Promoting Security and Functionality of the Educational System, *International Journal of Emerging Technologies in Learning*, pp 27-35, 2008.
7. Schilling, J. 2009. From Ineffectiveness to Destruction: A Qualitative Study on the Meaning of Negative Leadership. *Leadership Volume: 5 issue: 1*, page(s): 102-128
8. Teeger, C. 2014., "Collective Memory and Collective Fear: How South Africans Use the Past to Explain Crime." *Qualitative Sociology* 37(1): 69-92
9. Tsai, C. F., & Wu, J. W. (2008). Using neural network ensembles for bankruptcy prediction and credit scoring. *Expert systems with applications*, 34(4), 2639-2649.
10. Zhao, X., Lynch, J.G., Jr.; Chen, Q. (2010), Reconsidering Baron and Kenny: Myths and Truths about Mediation Analysis, *Journal of consumer research*, Volume: 37 Issue: 2 Pages: 197-206.
11. Žabkar, V., Brenčić, M.M. and Dmitrović, T., 2010. Modelling perceived quality, visitor satisfaction and behavioural intentions at the destination level. *Tourism management*, 31(4), pp.537-546.

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

Title	Number of copies	Number of students
Materials are in open access or available upon request from course coordinators.		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	<b>Full Professor Marija Kaštelan Mrak, PhD</b> <b>Full Professor Neda Vitezić, PhD</b> <b>Full Professor Christos N. Pitelis, PhD</b>	
Course title	<b>THEORY OF THE FIRM</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>II.</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	16 (8+0+8)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Introduce students with the economic theory of organization and prepare them to understand the criteria of solution of alternative organizational adjustments in context of specific market opportunities.  
 Give students the theoretical basis for understanding the way the firm functions i.e. state and/or the process within functional units and interactive relations between the firm and the environment.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- Identify attributes of markets and develop arguments for choosing a specific organizational arrangement. Observe synergies and financial gains arising from strategic behaviour.
- Define antitrust principles, qualify market structure and provide arguments in explanations of the development of concrete industries.
- Provide a list of incentive mechanisms in interfirm contracts and explain their relationship with contract models according to incomplete contract theory.
- Identify impact of contract arrangements in a principal-agent relationship.
- Sort out, explain and summarize the key attributes of certain theoretical concepts and systematically analyse the firm.
- Analyse, identify and express the key factors of stakeholders theory and evaluate performance across attributes of corporate governance and social responsibility.

##### 1.4. Course content

The program contains the following thematic units:

##### (Kaštelan-Mrak)

1. Evolution of the concept of the firm. Technological explanations of firm growth. Vertical integration as an alternative model of growth (Coase).
2. Economic structure and choice of organizational structure models. Information economics.



3. S-C-P v.s.Chicago model. Concentration and monopoly power.
4. Transposing the concept of competitiveness into a business model. Resource dependency.
5. Specific transaction. Bilateral monopoly. Incomplete contracts.
6. The problem of firm boundaries. Ownership as a control instrument. Agency.
7. Identifying contemporary organizational models in Croatia and worldwide:
  - ⇒ Hierarchic organization vs. process organization
  - ⇒ Clusters vs. internalization/ownership
  - ⇒ Strategic positioning and its organizational implications

**(Vitezić)**

The complex science of entrepreneurial economics. Theoretical principles of functioning of companies under circumstances of corporate governance. Philosophy of the firm and philosophy of management. The company as a technological economic and moral entity. Theory of stakeholders and law theory. Basic economic principles of managing firms. Model of corporate governance and social responsibility. Analytical scheme of the company. Analytical methods for generating system indicators. Methods and models of operational analysis. Methods and models of strategic analysis. Crises and models of identification.

<i>1.5. Teaching methods</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
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<i>1.6. Comments</i>	
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*1.7. Student's obligations*

1. Writing and presenting a seminar paper (as a team) or, as an alternative, students can individually prepare a presentation or a book/article review
2. Investigate any problem using quantitative methods
3. Pass the exam

*1.8. Evaluation of student's work*

Course attendance		Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam	2	Essay		Research	1
Project		Sustained knowledge check		Report		Practice	
Portfolio							

*1.9. Assessment and evaluation of student's work during classes and on final exam*

Oral exam 50% , seminar paper 25% and research 25%.

*1.10. Assigned reading*

1. M.C Jensen and W.H. Meckling, (1976): Theory of the Firm: Managerial Behavior, Agency Costs and Ownership Structure; Journal of Financial Economics, October 1976, V. 3, No. 4, pp. 305-360.
2. M.C. Jensen (2001), Value Maximization, Stakeholder Theory, and the Corporate Objective Function, European Financial Management, Vol.7 No.3, pp.297-317.- available on-line
3. R. S. Coase (1937): The Theory of the Firm, Economica; vol.4, No, 16, pp. 386-405.
4. R. S. Coase (1960): The Nature of Social Cost; The Journal of Law & Economics, available on-line



5. C. Menard (2004): The Economics of Hybrid Organizations, Journal of Institutional Economics, JITE 160, pp34-376.
6. Parmar, B.I., Freeman, R.E. et al (2010), Stakeholder Theory: The State of the Art, The Academy of Management Annals, Vol4.NO1, pp.403-445.- available on-line
7. O.E. Williamson (2008); Transaction Costs Economics; Economic Affairs, Volume 28, Issue 3, pp. 7–14 available on-line

1.11. *Optional / additional reading*

1. Ricketts, M.J. (2006), The Economics of Business Enterprise: An Introduction to Economics Organization and the Theory of the Firm, Edward Elgar Publishing, 2003.
2. Stephen Martin: Industrial Organization: An European Perspective, Oxford University Press, 2004 (reprint)
3. Gareth Jones: Organizational Theory: Text and Cases, 3rd ed., Prentice Hall, 2001.
4. Jacobson, D. and Andreosso-O'Callaghan: Industrial Economics and Organization: An European Perspective, McGraw-Hill, 1996.
5. Monks, R., Minow, N.(2004): *Corporate Governance*, Blackwell Publishing, 3<sup>rd</sup> Edition
6. Gray, R., Adams, C, Owen, D.; Accountability, Social Responsibility and Sustainability: Accounting for Society and the Environment, Pearson Education, 2014
7. Jean Tirole: The Theory of Industrial Organization, The MIT Press, 1995.
8. Jensen, M.G., A Theory of the Firm, Harvard University Press, 2003.
9. C. Menard (2014): Embedding Organizational Arrangements: Towards a General Model, JOURNAL OF INSTITUTIONAL ECONOMICS, Cambridge University Press
10. M. Halonen-Akatwijuka and O. Hart (2015): Short-term, Long-term, and Continuing Contracts
11. D. Udo-Akang (2012): Theoretical Constructs, Concepts, and Applications; *American International Journal of Contemporary Research Vol. 2 No. 9.J.*
12. Fuller and M.C Jensen, (2002): What's a Director to do? Harvard NOM Research Paper No. 02-38, available on-line

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

Title	Number of copies	Number of students

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.





### 3.2. Course description

Basic description		
Course coordinator	<b>Professor Nataša Rupčić, PhD</b> <b>Professor Lara Jelenc, PhD</b>	
Course title	<b>RESEARCH CHALLENGES IN MANAGEMENT</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>2</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	16 (4+0+12)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Explore challenges in modern management with the emphasis on leadership and strategic design. With regard to leadership, the focus is put on research directions related to desirable characteristics of modern leaders, transformational leadership and servant (steward) leadership, authentic leadership and leadership suitable for learning organizations and knowledge management. With regard to strategic design, the following aspects are especially analyzed: behavioral strategy, strategy as practice and strategy and cognition.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After completion of this course the students will be able to:

- Critically read scientific papers and evaluate knowledge in the field of management, especially leadership and strategic design in terms of the critical assessment of the scientific contribution of various authors based on the specific methodological approach.
- Identify research problems, design research proposals and establishing research plan with the purpose to develop new scientifically valuable knowledge as well as conduct research if the topic is a part of the dissertation.
- Present results followed by the identification of possibilities regarding their implementation.

##### 1.4. Course content

##### 1.5. Teaching methods

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment  |
| <input checked="" type="checkbox"/> seminars and workshops  | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                      |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork                          | <input checked="" type="checkbox"/> other: consultations   |

##### 1.6. Comments

##### 1.7. Student's obligations

Critical reading, writing and presentation of own insights as well as active participation in class discussions. Critical writing is developed by writing critical reviews or referee reports based on selected scientific papers. It is expected that the students develop their own research ideas, which would be discussed in class during



seminars. After receiving comments and suggestions, the students are expected to design their own research project and if the topic is a part of the dissertation to conduct research with the purpose to write a scientific paper. It is expected that the students present the results of their research, which would serve as the oral examination. It is expected that the students choose the research direction as a part of their dissertation.

### 1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam	0.5	Essay		Research	1
Project	1	Sustained knowledge check	0.5	Report		Practice	
Portfolio							

### 1.9. Assessment and evaluation of student's work during classes and on final exam

Continuous assessment is performed by monitoring the work of students during classes and consultations in terms of evaluating their understanding of various concepts based on critical reading and writing. Students' work is evaluated on the basis of writing critical reviews or referee reports and designing a research project followed by the research and presentation of results in case the research is a part of the dissertation. It is expected that the selected research direction is a part of the dissertation.

Expected work progress is as follows:

- Lectures 4 hours – course holders present research directions within the course content.
- Seminars 4 hours – students analyze scientific papers with course holders based on critical reading.
- Seminars 4 hours – students present their referee reports/critical reviews of scientific papers in the selected field of research and get feedback from course holders.
- Seminars 4 hours – students present their work, which includes critical review/referee report and research proposal as well as research results in case the topic is a part of the dissertation.

### 1.10. Assigned reading

Characteristics of leaders and leadership:

1. Dimitrov, D. (2015): Leadership in a humane organization, *European Journal of Training and Development*, Vol. 39, No. 2, pp. 122-142.
2. Nichols, A. L. (2016): What do people desire in their leaders? The effect of leadership experience on desired leadership traits, *Leadership & Organization Development Journal*, Vol. 37, No. 5, pp. 658-671.
3. Rao, M. S. (2013): Soft leadership: a new direction to leadership, *Industrial and Commercial Training*, Vol. 45, No. 3, pp. 143-149.
4. Liu, D., Liao, H., Loi, R. (2012): The Dark Side of Leadership: A Three-Level Investigation of the Cascading Effect of Abusive Supervision on Employee Creativity, *Academy of Management Journal*, Vol. 55, No. 5, pp. 1187-1212.
5. Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., Ferris, G. R. (2012): A Meta-Analysis of Antecedents and Consequences of Leader-Member Exchange: Integrating the Past With an Eye Toward the Future, *Journal of Management*, Vol. 38, No. 6, pp. 1715-1759.
6. Mayer, D. M., Aquino, K., Greenbaum, R. L., Kuenzi, M. (2012): Who Displays Ethical Leadership, and Why Does It Matter? An Examination of Antecedents and Consequences of Ethical Leadership, *Academy of Management Journal*, Vol. 55, No. 1, pp. 151-171.

Transformational leadership, servant (steward) and authentic leadership:

7. Xu, F., Caldwell, C. Glasper, K., Guevara, L. (2015): Leadership roles and transformative duties "C preliminary research", *Journal of Management Development*, Vol. 34, No. 9, pp. 1061-1072.
8. Cheung, M. F. Y., Wong, C. (2011): Transformational leadership, leader support, and employee creativity", *Leadership & Organization Development Journal*, Vol. 32, No. 7, pp. 656-672.
9. Guay, R. P. (2013): The relationship between leader fit and transformational leadership, *Journal of Managerial Psychology*, Vol. 28, No. 1, pp. 55-73.



10. Grant, A. N. (2012): Leading with Meaning: Beneficiary Contact, Prosocial Impact, and the Performance Effects of Transformational Leadership, *Academy of Management Journal*, Vol. 55, No. 2, pp. 458-476.
11. García-Morales, V. J., Jiménez-Barrionuevo, M. M., Gutiérrez-Gutiérrez, L. (2012.): "Transformational leadership influence on organizational performance through organizational learning and innovation", *Journal of Business Research*, Vol. 65, No. 7, pp. 1040-1050.
12. Stone, G. A., Russell, R. F., Patterson, K. (2004): Transformational versus servant leadership: a difference in leader focus, *Leadership & Organization Development Journal*, Vol. 25, No. 4, pp. 349-361.
13. Joseph, E. E., Winston, B. E. (2005): A correlation of servant leadership, leader trust, and organizational trust", *Leadership & Organization Development Journal*, Vol. 26, No. 1, pp. 6-22.
14. Bavik, A. (2020.): "A systematic review of the servant leadership literature in management and hospitality", *International Journal of Contemporary Hospitality Management*, Vol. 32, No. 1, pp. 347-382.
15. Xie, L. (2020.), "The impact of servant leadership and transformational leadership on learning organization: a comparative analysis", *Leadership & Organization Development Journal*, Vol. 41, No. 2, pp. 220-236.
16. Russell, R. F. (2001.): "The role of values in servant leadership", *Leadership & Organization Development Journal*, Vol. 22, No. 2, pp. 76-84.
17. Van Dierendonck, D., Nuijten, I. (2011.): "The servant leadership survey: Development and validation of a multidimensional measure", *Journal of Business and Psychology*, Vol. 26, pp. 249-267.
18. Liu, Y., Fuller, B., Hester, K., Bennett, R. J., Dickerson, M. S. (2017): Linking authentic leadership to subordinate behaviors, *Leadership & Organization Development Journal*, <https://doi.org/10.1108/LODJ-12-2016-0327>
19. Oh, J., Oh, S. (2017): Authentic leadership and turnover intention: does organizational size matter?, *Leadership & Organization Development Journal*, Vol. 38, No. 7, pp. 912-926.

#### Leadership in the learning organization:

20. Rupčić, N. (2024): Upravljanje učecim poduzeće, *Ekonomski fakultet Sveučilišta u Rijeci, Rijeka*.
21. Kim, J. H., Callahan, J. L. (2013): Finding the intersection of the learning organization and learning transfer: The significance of leadership, *European Journal of Training and Development*, Vol. 37, No. 2, pp. 183-200.
22. Johnson, J. R. (2002): Leading the learning organization: portrait of four leaders, *Leadership & Organization Development Journal*, Vol. 23, No. 5, pp. 241-249.
23. Janson, A., McQueen, R. J. (2007): Capturing leadership tacit knowledge in conversations with leaders, *Leadership & Organization Development Journal*, Vol. 28, No. 7, pp. 646-663.
24. Bucic, T., Robinson, L., Ramburuth, P. (2010): Effects of leadership style on team learning, *Journal of Workplace Learning*, Vol. 22, No. 4, pp. 228-248.
25. Chang, S. C., Lee, M. S. (2007): A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction, *The Learning Organization*, Vol. 14, No. 2, pp. 155-185.
26. Franco, M., Almeida, J. (2011): Organisational learning and leadership styles in healthcare organisations: An exploratory case study, *Leadership & Organization Development Journal*, Vol. 32, No. 8, pp. 782-806.
27. Rupčić, N. (2021.): "Character-based leadership and tacit knowledge for learning and resilience", *The Learning Organization*, Vol. 28, No. 6, pp. 560-568.
28. Usman, M., Hameed, A. A., Manzoor, S. (2018.): "Exploring the links between ethical leadership and organizational unlearning: A case study of a European multinational company", *Business & Economic Review*, Vol. 10, No. 2, pp. 28-54.
29. Politis, J. D. (2001.): "The relationship of various leadership styles to knowledge management", *The Leadership and Organization Development Journal*, Vol. 22, No. 8, pp. 354-364.

#### Strategy as practice:



30. Golsorkhi, D., Rouleau, L., Seidl, D., Vaara, E., (2015) Cambridge Handbook of Strategy as Practice, 2<sup>nd</sup> edition , more focused on Chapter 5, Dittrich, K., Golden-Biddle, K., Feldman, E., Locke, K., Constructing contribution in strategy-as-practice research, pp. 95-110
31. Burgelman RA, Floyd SW, Laamanen T, Mantere S, Vaara E, Whittington R. Strategy processes and practices: Dialogues and intersections. Strat Mgmt J. 2018;39:531–558. <https://doi.org/10.1002/smj.2741>
32. Mirabeau L, Maguire S, Hardy C. Bridging practice and process research to study transient manifestations of strategy. Strat Mgmt J. 2018;39:582–605. <https://doi.org/10.1002/smj.2732>
33. Tovstiga, G. (2023.) Strategy Praxis: Insight-Driven, First Principles-Based Strategic Thinking, Analysis, and Decision-Making, Springer, ISBN-10: 3031406915
34. Jarzabkowski, P., Seidl, D., & Balogun, J. (2022). From germination to propagation: Two decades of strategy-as-practice research and potential future directions. Human Relations, 75(8), 1533-1559. <https://doi.org/10.1177/00187267221089473>
35. Kohtamäki, M., Whittington, R., Vaara, E., & Rabetino, R. (2022). Making connections: Harnessing the diversity of strategy-as-practice research. International Journal of Management Reviews, 24(2), 210-232. <https://doi.org/10.1111/ijmr.12274>

Behavioral strategy:

36. Bromiley, P. (2005) The behavioral foundations of strategic management, Oxford: Blackwell
37. Levinthal, D.A. (2011) A behavioral approach to strategy- what's the alternative? Strategic Management Journal, 32 (13), 1517-1523
38. Gavetti, G., Greve, H.R. Levinthal, D.A., Ocasio, W. (2012) The behavioral Theory of the Firm: Assessment and Prospects. The Academy of Management Annals, 1-40
39. Giovanni Gavetti, (2011) PERSPECTIVE—Toward a Behavioral Theory of Strategy. Organization Science 23(1):267-285. <https://doi.org/10.1287/orsc.1110.0644>

Strategy and cognition:

40. Hodgkinson, GP, Healey, MP(2008), Cognition in organizations, Annual Review of Psychology 59, 387-417
41. Kaplan, S. (2011), Research in Cognition and Strategy: Reflections on Two Decades of Progress and a Look to the Future. Journal of Management Studies, 48: 665–695. doi:10.1111/j.1467-6486.2010.00983.x

1.11. *Optional / additional reading*

6.

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

Title	Number of copies	Number of students
Material is available in the following ways: as open access, through Center for online databases or from course holders.		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the



Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.

### 3.2. Course description

Basic description		
Course coordinator	Assistant Professor Dejan Miljenović, PhD Full Professor Metka Tekavčić, PhD	
Course title	ANALYSIS OF CORPORATE SOCIAL RESPONSIBILITY	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

To set forth the theoretical features of company performance in the concept of sustainability of corporate governance by emphasizing the significance and methodological procedures of business performance and assessing company's reputation.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

- Critically evaluate the concept of corporate social responsibility
- Analyse – examine, comment on and assess the responsibility of enterprises with economic, ecological and social aspects
- Identify, select and devise models of reputation assessment of the firm in terms of TBL concept

##### 1.4. Course content

Theoretical notions of company performance. Agency theory. Stakeholder theory. The concept of corporate governance and its models. Socially responsible company - economic, environmental and social aspect. Triple bottom line and integrated concept of reporting. Measuring and managing business success. Models and methods for measuring company's success.

##### 1.5. Teaching methods

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> lectures               | <input checked="" type="checkbox"/> individual assignment |
| <input checked="" type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network           |
| <input type="checkbox"/> exercises                         | <input type="checkbox"/> laboratories                     |
| <input type="checkbox"/> long distance education           | <input checked="" type="checkbox"/> mentorship            |
| <input type="checkbox"/> tutorials                         | <input type="checkbox"/> other: consultations             |

##### 1.6. Comments

##### 1.7. Student's obligations

Critical reading of articles and writing individual assignments

##### 1.8. Evaluation of student's work

Course		Activity/Participation		Seminar paper	1	Experimental	
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attendance					work	
Written exam		Oral exam		Essay	Research	1
Project	1	Sustained knowledge check		Report	1	Practice
Portfolio						

*1.9. Assessment and evaluation of student's work during classes and on final exam*

Written exam – 50%, seminar paper and research-50%

*1.10. Assigned reading*

1. Leal Filho, W. (2019) Social Responsibility and Sustainability: How Businesses and Organizations Can Operate in a Sustainable and Socially Responsible Way. (Editor: Leal Filho, W.), Springer International Publishing.
2. Camilleri, M. A. (2017) Corporate Sustainability, Social Responsibility and Environmental Management: An Introduction to Theory and Practice with Case Studies. Cham, Switzerland: Springer International Publishing.
3. Esty, D. C., Winston, A. S. (2006) Green to gold: how smart companies use environmental strategy to innovate, create value, and build competitive advantage. New Haven and London: Yale University Press.
4. Miljenović, D. (2018) Testing sustainable value added as an integrative measure of business sustainability, Proceeding of Rijeka Faculty of Economics: Journal of Economics and Business, Vol. 36, No. 1, pp. 155-181.
5. Figge, F., Hahn, T. (2004) Sustainable Value Added: measuring corporate contributions to sustainability beyond eco-efficiency. Ecological Economics, Vol. 48, No. 2, pp. 173– 187.

*1.11. Optional / additional reading*

1. Miljenović, D. (2019) In Search for Company Sustainable Value. Chapter in Economics of Digital Transformation (Editors: Drezgić, S., Žiković, S., Tomljanović, M.). Rijeka: University of Rijeka, Faculty of Economics and Business, pp. 195-212.
2. Miljenović, D., Gorše, M. (2017.) Communication spectrum of corporate social responsibility reporting // 6th International scientific symposium economy of eastern Croatia - vision and growth / Mašek Tonković, Anka (ur.). Osijek: Ekonomski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku, str. 731-741.
3. Eccles, R. G., Cheng, B., Saltzman, D. (2010) The Landscape of Integrated Reporting: Reflections and Next Steps. Boston: Harvard Business School
4. Elkington, J. (1997) Cannibals With Forks: The Triple Bottom Line of 21st Century Business. Oxford: Capstone Publishing Limited
5. Phillips, R.: Stakeholder Theory and Organizational Ethics, Berrett-Koehler Publisher, 2003.
6. Freeman, E. (2010), Strategic Management: A Stakeholder Approach, Reprinted, Cambridge University Press

*1.12. Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Leal Filho, W. (2019) Social Responsibility and Sustainability: How Businesses and Organizations Can Operate in a Sustainable and	2	



Socially Responsible Way. (Editor: Leal Filho, W.), Springer International Publishing.		
Camilleri, M. A. (2017) Corporate Sustainability, Social Responsibility and Environmental Management: An Introduction to Theory and Practice with Case Studies. Cham, Switzerland: Springer International Publishing.	3	
Esty, D. C., Winston, A. S. (2006) Green to gold: how smart companies use environmental strategy to innovate, create value, and build competitive advantage. New Haven and London: Yale University Press.	Online	
Miljenović, D. (2018) Testing sustainable value added as an integrative measure of business sustainability, Proceeding of Rijeka Faculty of Economics: Journal of Economics and Business, Vol. 36, No. 1, pp. 155-181.	Online	
Figge, F., Hahn, T. (2004) Sustainable Value Added: measuring corporate contributions to sustainability beyond eco-efficiency. Ecological Economics, Vol. 48, No. 2, pp. 173– 187.	Online	
Additional literature – articles are available at the professors'		
<p>Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.</p>		



### 3.2. Course description

Basic description		
Course coordinator	Full Professor Nela Vlahinić Lenz, PhD Full Professor Saša Žiković, PhD Full Professor Rafal Weron, PhD	
Course title	ENERGY ECONOMICS	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II. or I.	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

High volatility in energy prices and disbalances on energy markets strongly influence the business success and macroeconomic performance of national economies. Therefore it is essential to understand theory and empiric developments and laws on energy markets in order to anticipate and reduce energy shocks and conduct risk management. The objective of this course is for students to acquire economic knowledge in the field of energy economics, causality between energy and economic growth, regulation, energy market analysis, risk management and financial evaluation of projects in energy sector.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will:

- Acquire sophisticated economic knowledge in the field of energy economics with elements of inter-disciplinarity
- Be able to understand and critically evaluate functioning of energy markets and process of energy pricing.
- Understand and evaluate regulatory processes in energy sector
- Be able to assess the risks on energy markets
- Be able to choose financial instruments to reduce risks
- Be able to make financial evaluation of energy projects by using different methods.

##### 1.4. Course content

The program contains the following thematic units:

1. The role of energy in economy and economic growth.
2. Global developments and structural changes on energy markets (production, consumption, prices).
3. Energy- economic indicators for Republic of Croatia.
4. Electricity sector: characteristics of natural monopoly, regulation of network activities, regulatory reforms, restructuring and liberalization of electricity market, experience of EU countries and Croatia
5. Oil sector: monopoly model, monopoly vs. competition, analysis of causes and consequences of oil shocks.





6. Gas sector: production and consumption of natural gas, market structure, LNG production and trade.  
 7. Protection and risk management in energy markets by using derivatives.  
 8. Modelling and pricing on energy markets.  
 9. Options in energy projects' evaluation.

1.5. Teaching methods

- lectures  
 seminars and workshops  
 exercises  
 long distance education  
 fieldwork

- individual assignment  
 multimedia and network  
 laboratories  
 mentorship  
 other: consultations

1.6. Comments

Students are required to attend and participate in class. Individual research is oriented towards dealing with different problems from the field of student's doctoral thesis.

1.7. Student's obligations

Class attendance; presentations of seminars; individual seminar paper; individual assignment in consultation with the course professors; field trips and lectures at energy installations

1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper		Experimental work	
Written exam		Oral exam	0,5	Essay		Research	0,5
Project	1	Sustained knowledge check	0,5	Report	1	Practice	0,5
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

Project, Oral exam, Research

1.10. Assigned reading

- Vlahinić-Dizdarević, N., Žiković, S., (2011), Ekonomija energetskeg sektora, Sveučilište u Rijeci, Rijeka
- Jakovac, P., Vlahinić Lenz, N., (2016), Energija i ekonomija u Republici Hrvatskoj: makroekonomski učinci proizvodnje i potrošnje električne energije, Sveučilište u Rijeci, Rijeka
- Jakovac, Pavle; Vlahinić Lenz, Nela; Žiković, Saša. (2016), "Macroeconomic Impacts of Electricity Generation on Croatian Real GDP: Causality Analysis", Entrepreneurship, Business and Economics - Vol. 2 ; Proceedings of the 15th Eurasia Business and Economics Society Conference / Huseyin Bilgin, Mehmet ; Danis, Hakan (ur.), Istanbul : Springer International Publishing, p. 209-230.
- Vlahinić, Nela (2015), Energy Market Liberalization in the EU: Quo Vadis, Croatia?, in: New Europe - Old Values? Reform and Perseverance, London: Springer, p. 245-261
- Žiković, Saša, Gržeta, Ivan(2017), Competitiveness of RES on the liberalized electricity market in SEE countries, International Journal of Energy Economics and Policy, 7(3), p. 326-336

1.11. Optional / additional reading

- Vlahinić-Dizdarević, N., Žiković, S. 2010, The role of energy in economic growth: The Case of Croatia, Zbornik radova Ekonomskog fakulteta u Rijeci : časopis za ekonomsku teoriju i praksu. 28(1), p. 35-60
- Bhattacharyya, SC., 2011, Energy Economics: Concepts, Issues, Markets and Governance, Springer  
 2.1.1. Jean-Marie Chevalier (Ed.), 2009, The New Energy Crisis, Palgrave Macmillan
- Kaminski Vincent, 2016, Managing Energy Price Risk, 4th Edition, Risk Books
- Vlahinić Lenz, Nela; Prša, Vedran (2015), "Growth potential of energy sector reforms: new evidence on EU and Southeast European countries by exploring impact on electricity generation". Zbornik radova Ekonomskog fakulteta u Rijeci : časopis za ekonomsku teoriju i praksu. 33 (2015) , 2; 275-297



5. OECD/IEA (2008) *Energy in the Western Balkans: The Path to Reform and Reconstruction*, OECD/IEA, Paris
6. Füss, R., Adams, Z., Kaiser, D. G. (2008): The Predictive Power of Value-at-Risk Models in Commodity Futures Markets, Working paper, European Business School
7. Giot, P., Laurent, S. (2003): Market risk in commodity markets: a VaR approach, *Energy Economics*, 25: 435-457
8. Henning B., Sloan M., de Leon M. (2003): Natural Gas and Energy Price Volatility, Working paper, American Gas Foundation

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
1. Vlahinić-Dizdarević, N., Žiković, S., 2011, <i>Ekonomija energetskeg sektora</i> , Ekonomski fakultet u Rijeci, Rijeka	20	
2. Jakovac, P., Vlahinić Lenz, N., 2016, <i>Energija i ekonomija u Republici Hrvatskoj: makroekonomski učinci proizvodnje i potrošnje električne energije</i>	Book available online	
Oter literature is available on-line or at professors'	∞	

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Professor Danijela Sokolić, PhD	
Course title	LABOUR ECONOMICS IN ORGANIZATIONAL PERSPECTIVE	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	elective	
Year	I or II	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Understand the dynamics of the labor market. Investigate and analyze the interdependence of business practices and trends in the labor market and explore how organizational change affects the aspect of employment, employability, structural unemployment, compliance of competences and the education system, labor patterns, ect.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- Deepen their research interest in organizational change and its impact on work as a key input
- Explore the fundamental postulate of labour economics and its applicability in the contemporary organizational context and economic-social environment
- Oral and written argumentation and critical review of recent trends in the labour markets
- Identify relevant literature, define research methods for analysing complex phenomena in the field of labour economic and create a relevant thesis to explore the interdependence of organization and work as resources

##### 1.4. Course content

1. Work as a key economic resource:
  - 1.1.1.Characteristics of the labour market: supply and demand, wages, mobility and discrimination.
  - 1.1.2.Unemployment problem: level, structure and dynamics of development.
  - 1.1.3.Analysis of the factors that constrain labor market rigidity.
2. Impact of labour market trends on employment practices and labour relations
3. Emerging labour patterns
4. Labour Market Structure: harmonization of competencies and capacities
5. Organizational restructuring and its consequences - (re) conceptualization of organizational models in line with labor market trends
6. Social Partnership

##### 1.5. Teaching methods

- lectures  
 seminars and workshops  
 exercises

- individual assignment  
 multimedia and network  
 laboratories



<input checked="" type="checkbox"/> long distance education <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> <b>mentorship</b> <input checked="" type="checkbox"/> other: <b>consultations</b>	
1.6. Comments			
1.7. Student's obligations			
<p>Students are expected to harvest relevant literature (critical reading) for active participation in teaching, especially seminars / discussions / workshops (group work and independent assignments). The emphasis is on critical reading, writing and presenting original research - for example, writing professional reviews of the latest articles and developing their own research ideas, as well as improving them, discussing and presenting them from the various perspectives along the existing courses. They are also expected to use research methodology in preparing their seminar work i.e. to carry out active independent research, to outline and write the article or part of the dissertation. The student fits (with appropriate adjustments) his own research area (topic of his dissertation) into the content of the specific course, choosing those parts of the content that are most related to his dissertation.</p>			
1.8. Evaluation of student's work			
Course attendance		Activity/Participation	
Written exam		Oral exam	1
Project		Sustained knowledge check	
Portfolio			
		Seminar paper	1
		Essay	
		Report	
		Experimental work	
		Research	2
		Practice	
1.9. Assessment and evaluation of student's work during classes and on final exam			
<p>Continuous assessment is conducted through critical reading and commenting on current fieldwork, group work and independent assignments, discussion and presentation within the existing courses. Evaluation of the learning outcomes, apart from the above, is done through presentation and discussion based on independent research (review of relevant literature, writing of own articles, dissertation chapter, execution of a project related to dissertation thesis, etc.).</p>			
1.10. Assigned reading			
<ol style="list-style-type: none"> <li>Kastelan Mrak, M. and Sokolic, D. (2017), The Evolution of Work Organization and its Implication for Educational Policies and Managerial Practices, Proceedings of the 6th International Scientific Symposium Economy of Eastern Croatia - Vision And Growth (Anka Masek Tonkovic, ed.), ISSN: 1848-9559, University J.J. Strossmayera Osijek, pp. 335-344.</li> <li>Gibbson, R. and Roberts, J. (eds.) (2013), The Handbook of Organizational Economics, Princeton University Press</li> <li>Lazear, E. (1991), Labour Economics and the Psychology of Organization, Journal of Economic Perspectives, Volume 5, Number 2, pp.89-111</li> <li>Selected papers published in scientific journals</li> </ol>			
1.11. Optional / additional reading			
<ol style="list-style-type: none"> <li>Borjas, G. J.: Labor Economics, 7th Edition, McGraw-Hill, London, 2016.</li> <li>Williamson, O. E. (1980), The organization of work – a comparative institutional assessment, Journal of Economic Behavior &amp; Organization, Volume 1, Issue 1, pp. 5-38</li> <li>Filer, R.; Hamermesh D.; Rees A.: The Economics of Work and Pay, 6th edition, Harper Collins, New York, 1996</li> </ol>			
1.12. Number of assigned reading copies with regard to the number of students currently attending the course			
Title		Number of copies	Number of students
Most materials can be obtained in open access or directly from the			



professor		
<p>1.13. <i>Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i></p>		
<p>Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.</p>		

Basic description		
Course coordinator	<b>Prof. Alen Host, PhD</b> <b>Associate prof. Igor Cvečić, PhD</b> <b>Associate prof. Marko Tomljanović, PhD</b>	
Course title	<b>ECONOMIC INTEGRATIONS</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>II. or I.</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

1. COURSE DESCRIPTION
<p>1.1. <i>Course objectives</i></p> <p>To develop complex theoretical knowledge about specific impacts of economic integrations on national and entrepreneurial levels; the consequences brought about by their establishment, enlargement and deepening. As a result, the students will be able to, founded on theory, analyze the static and dynamic effects of economic integration of countries on macro and micro levels. The upgrading of theoretical knowledge is based on the analytical approach and thorough the study of the economic integration theories and the contemporary complex understanding of economic integrations as one of the possible reactions to the growing competition among nations and companies in a globalized and ever more open market. Special emphasis will be put on critical reviews of contemporary scientific articles (or book chapters) related to specific effects of economic integration.</p>
<p>1.2. <i>Course enrolment requirements</i></p>
<p>1.3. <i>Expected course learning outcomes</i></p> <p>Argumented, written and verbal communication of conclusions, solutions and opinions from the field of relevant knowledge of economic integrations and policies, their functioning, and especially the analysis of static and dynamic effects of economic integration. Students will be able to estimate the potential economic impacts of economic integration and to analyze the channels of influence of economic integration in the economic variables at the micro and macro level. Students will be able to quantitatively analyze effects of economic integration and give a qualitative, critical evaluation of economic integration on the welfare of the partner countries and third countries.</p>



#### 1.4. Course content

1. Historical development of integration theory, from Wiener, through *second best solution* and finally to contemporary analysis of static and dynamic effects of integrations
2. Contemporary microeconomic analysis of european integrations (supply and demand and welfare analysis, supply and demand analysis in the open economy, preferential market liberalization analysis, custom union effects, effects of protectionism and comparative advantages)
3. Theoretical overview and basic evaluation of models for measuring integration effects
4. Analysis of familiar models and prognosis on dynamic effects of economic integrations;
5. Economics of internal market (effects of integration of goods, services, workers and capital) and competition effects
6. Economic and monetary union –monetary integration theory and macroeconomic coordination
7. Analysis of the functioning of EU as an internal market integration
  - 7.1. Effects on the market for production factors
  - 7.2. Structural changes
  - 7.3. Agglomeration and localization effects and regional policy
  - 7.4. Common policies – process and implications
  - 7.5. Enlargement of the EU and competition
8. Simultaneous analysis of economic integration worldwide
9. Croatia and effects of its accession to the EU

#### 1.5. Teaching methods

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment  |
| <input checked="" type="checkbox"/> seminars and workshops  | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                      |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork                          | <input type="checkbox"/> other                             |

#### 1.6. Comments

#### 1.7. Student's obligations

Students are expected to carry out the research of selected topics relevant to the course objectives. Besides active involvement during lectures, they are expected to engage in critical reading of selected scientific papers, and to prepare a research report based on theory and available data. The report should be presented and discussed among other students, as well, in order to stimulate a wider understanding of relevant issues and to enable better adoption of scientific methodological foundations.

#### 1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	2
Project		Sustained knowledge check		Report	1	Practice	
Portfolio							

#### 1.9. Assessment and evaluation of student's work during classes and on final exam

The assessment and evaluation of students is done primarily through their reserach assignment, which includes literature review and critical reading of relevant current research papers, as well as the presentation of research results, which will be discussed during seminar classes (as a way of oral examination).

#### 1.10. Assigned reading

1. Kandžija, V., Cvečić, I., 2010, *Ekonomika i politika EU (Economics and Politics of the EU)*, Faculty of Economics of the University of Rijeka, Rijeka
2. Baldwin, R., Wyplosz, C., 2022, *The Economics of European Integration*, McGraw-Hill Higher Education
3. Wu, J., P. (2004) *Measuring and Explaining Levels of Regional Economic Integration*, University of Bonn,



Center for European Integration Studies (ZEI), Njemačka, working paper, B1,  
<http://econstor.eu/bitstream/10419/39591/1/393967123.pdf>

4. Zajc Kejžar, K., Kostevc, Č., Zaninović, V. (2016) The role of regional economic integrations for trade margins: A case of Croatia, Zb. rad. Ekon. fak. Rij., 2016, vol. 34, no. 1, pp. 11-41 (<https://www.efri.uniri.hr/sites/efri.uniri.hr/files/cr-collections/2/03-zajc-kostevc-zaninovic-2016-1.pdf>)
5. Trivić, J., Klimczak, Ł. (2015), The determinants of intra-regional trade in the Western Balkans, Zb. rad. Ekon. fak. Rij., 2015, vol. 33, sv. 1, pp. 37-66 (<https://www.efri.uniri.hr/sites/efri.uniri.hr/files/cr-collections/2/05-trivi-klimczak-2015-1-1434545236.pdf>)
6. Derado, D., 2008, "Effects of the Eastern EU-enlargement on Croatia – A Trade Analysis", Management, Vol. 13, 2008, 1, pp. 37-58. (<https://hrcak.srce.hr/25501> )
7. Jošić, H., Jošić, M. (2013) , STATIC AND DYNAMIC EFFECTS OF CUSTOMS UNION CREATION, 9th International Conference Economic Integrations, Competition and Cooperation, Opatija, Hrvatska ([https://bib.irb.hr/datoteka/626074.Static\\_and\\_dynamic\\_effects\\_JosicH.JosicM.doc](https://bib.irb.hr/datoteka/626074.Static_and_dynamic_effects_JosicH.JosicM.doc))
8. Papazoglou, C., Pentecost, E. J., Marques, H., (2006), A Gravity Model Forecast of the Potential Trade Effects of EU Enlargement: Lessons from 2004 and Path-dependency in Integration, World Economy, Vol. 29, pp. 1077-1089
9. Bruno, R., Campos, N., Estrin, S., Tian, M. (2017) Economic Integration, Foreign Investment and International Trade: The Effects of Membership of the European Union, CEP Discussion Paper No 1518, November 2017 (<http://eprints.lse.ac.uk/86615/1/dp1518.pdf> )

#### 1.11. *Optional / additional reading*

1. Pelkmans, J., 2006, European Integration: Methods and Economic Analysis, Pearson Education
2. McDonald, F., Dearden, S., 2005, European Economic Integration, Pearson Education
3. Robson, P., 2018, The Economics of International Integration, Routledge (available soon)
4. A. M. El-Agraa (2014), International Economic Integration, Palgrave MacMillan
5. Jovanovic, M. (2013) The Economics of European Integration, Edward Edgar Publishing
6. Nello, S.S., 2011, The European Union: Economics, Policy and History 3/e, McGraw-Hill Higher Education
7. Cvečić, I., Čapek, D., Jakovac, P. (2016) Determinants and instruments for competitiveness development of the EU energy sector: challenges and perspectives, in: Transition - Journal of Economics and Policy of Transition (1512-5785) 17 (2015), 36; p. 103-122 (CAB Abstracts; EBSCO)
8. Cvečić, I., Mirković, P.A. (2016) Free movement of labour in EU28 and its impact on Croatian labour market, in: Economic Integrations, Competition and Cooperation, CEMAFI International, Nice, pp. 97-121 (ISBN: 978-2-9544508-9-6)
9. Kandžija, V.; Cvečić, I. (2014) Absorption capacities of Western Balkan countries - Perspectives of European cohesion process; in: Absorption capacity of EU pre-accession programs in the Western Balkan countries; Nice (France), Cemafi International, ISBN: 978-2-9544508-4-1
10. Kandžija, V., Cvečić, I., Zaninović, V. (2014) European Union and its Regions – Development Outlook for the Dubrovnik-Neretva County, Proceedings of "Development challenges of Dubrovnik-Neretva region", University of Dubrovnik, Dubrovnik
11. Host, A., Cvečić, I., Kandžija, T. (2012) Adjustment of the Social System of Bosnia & Herzegovina to the EU Social Policy, EU Enlargement Perspective – Inside and Outside Concepts, Kandžija, V., Kumar, A. (ed.), p. 317-332, Vitez University of Travnik, ISBN 978-9958-641-02-2
12. Host, A.; Cvečić, I., Zaninović, V. (2012) Credit Rating Agencies and their Impact on Spreading the Financial Crisis on the Eurozone, Economic thought and practice: the journal of the University of Dubrovnik (1330-1039) XXI (2012), 2; 639-657 (Indexation: Journal of Economic Literature; DOAJ - Directory of Open Access Journals)
13. Host, A., Cvečić, I. (2011) Adjustment of National Social Systems to the European Union, in: National and European Values of Public Administration in the Balkans (ed. Lucica, M.; Radulescu, C.), Editura Economică, ASsee Online Series, Bucharest, 4/2011., p. 135-144, ISBN 978-973-709-567-1
14. Kandžija, V.; Cvečić, I.; Dujmović, A. (2010) Energetska politika Europske unije (Energy policy of the European Union), in: Current civil and commercial legislation and legal practice, (Aktualnosti građanskog i trgovačkog zakonodavstva i pravne prakse) (ed. Petrić, S.), Faculty of Law, University of Mostar and



Faculty of Law, University of Split, Mostar, p. 108-125

15. Host, A. (2007) Intragranska trgovina i uključivanje Republike Hrvatske u EU, doctoral thesis, University of Rijeka, Faculty of Economics and Business, Rijeka, Croatia.
16. AYNAGÖZ ÇAKMAK, Ö., YILMAZ, Ş. (2008) THE DYNAMIC EFFECTS OF ECONOMIC INTEGRATION: A COMPARATIVE STUDY ON THE COMPETITIVE POWER OF TURKEY AND EU-8, Gazi University, Department of Economics (<http://www.etsg.org/ETSG2008/Papers/Yilmaz.pdf> )
17. Snorrason, S.T. (2014) Asymmetric Economic Integration : Size Characteristics of Economies, Trade Costs and Welfare, Springer-Verlag Berlin and Heidelberg GmbH & Co. KG

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
All references are available online and in the faculty's library		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.





### 3.2. Course description

Basic description		
Course coordinator	Associate Professor Davor Mance, PhD Full Professor Nenad Smokrović, PhD, professor emeritus	
Course title	PHILOSOPHY AND ETHICS OF JUSTICE	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II. or I.	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (3+0+7)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The course enables students to acquire knowledge on theories of justice, concepts of fair distribution and organization of society, based on contemporary notions of justice.

The objective of the course is to ensure that students master the methods needed for individual research and skills to argumentatively articulate their standpoints.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- Distinguish and explain the basic concepts of the welfare economics and their relation with the ethics of justice.
- Understand the traditional and contemporary trends in welfare ethics and the ethics of justice.
- Compare and assess different theoretical approaches to welfare economics.
- To analyse the impact of ethical theories to economic attitudes.
- To create their own understanding of the welfare economics.

##### 1.4. Course content

The program contains the following thematic units:

1. Concepts of preferences, values and utility
2. Revealed preferences, broaden preferences, mechanism of cognitive dissonance
3. The social contract theory; example of Hobbes' 'Fool'
4. Utilitarian Theories,
5. Justice and Fairness
6. Inconsumerability and inconsumerable values
7. John Rawls and theory of distributive justice
8. Robert Nozick: anarchy and utopia
9. Value of life
10. Experimental approach to theories of justice

##### 1.5. Teaching

lectures

individual assignment



<i>methods</i>	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input type="checkbox"/> other: consultations			
1.6. <i>Comments</i>					
1.7. <i>Student's obligations</i>					
Similarly as for other elective courses the student's obligations will be related to its thesis as much as possible (directly or indirectly being related to other obligations of the study programme that are, again, directed to the thesis). Students are expected to be prepared for the active participation in the classroom (seminars) by reading the relevant literature (critical reading). Based on its own interest (thesis) as well as the study year in which students takes this course (1 <sup>st</sup> – meaning that student will write the thesis about tax policy or 2 <sup>nd</sup> ) student makes his seminar paper – future paper to be published or part of his future thesis.					
1.8. <i>Evaluation of student's work</i>					
Course attendance	Activity/Participation	0,5	Seminar paper	2	Experimental work
Written exam	Oral exam		Essay	1	Research
Project	Sustained knowledge check	0,5	Report		Practice
Portfolio	Presentation				
1.9. <i>Assessment and evaluation of student's work during classes and on final exam</i>					
The work of doctoral students will be assessed and evaluated by participating in the discussion, presentation of seminar papers and essays.					
1.10. <i>Assigned reading</i>					
<ol style="list-style-type: none"> <li>Barry, B., Kultura i jednakost, Naklada Jesenski i Turk, Zagreb, 2005.</li> <li>Broome, J., Ethics out of Economics, Cambridge University Press, 1999.</li> <li>Davis, D., Holt, C., Experimental Economics, Princenton University Press, 1993.</li> <li>Dworkin, R., Shvaćanje prava ozbiljno, Kruzak, Zagreb, 2000.</li> </ol>					
1.11. <i>Optional / additional reading</i>					
<ol style="list-style-type: none"> <li>Binmore, K., Game theory and Social Contract: Playing Fair, MIT Press, 2004.</li> <li>Gauthier, D., Moral By Agreement, Oxford University Press, 1986.</li> <li>Ostrom, E., Upravljanje zajedničkim dobrom, Naklada Jesenski i Turk, Zagreb, 2006.</li> <li>Rasmusen, E., Games and Information: An Introduction to Game Theory, Blackwell, 1991.</li> <li>Sen, A., On Economic Equality, Oxford University Press, 1997.</li> <li>Stiglitz, J., Economics of the Public Sector, Norton, 1988.</li> <li>Williams, B., Smart., J.C., Utilitarianism: For and Against, Cambridge University Press, 1973.</li> <li>Mill, J. S., Utilitarianism, Indianapolis, Hackett, 1863.</li> <li>Nozick, R., Anarhija, Država, utopija, Naklada Jesenski i Turk, Zagreb, 1999.</li> <li>Rawls, J., A Theory of Justice, Harvard University Press, Cambridge, 1971.</li> <li>Rawls, J., O liberalizmu i pravednosti, Hrvatski kulturni dom Rijeka, 1993.</li> <li>Guala, F., The Methodology of Experimental Economics</li> <li>Bicchieri, C, Norms of Cooperation, Ethics, 100(838-861), 1999.</li> <li>Cappelen, Alexander W., Astri Drange Hole, Erik Ø. Sørensen and Bertil Tungodden. "The Pluralism of Fairness Ideals: An Experimental Approach" American Economic Review, 97(3): 818-827, <sup>[L]</sup><sub>[SEP]</sub> 2007.</li> </ol>					
1.12. <i>Number of assigned reading copies with regard to the number of students currently</i>					



<i>attending the course</i>		
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
All material on-line or available from the professor		
<b>1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</b>		
Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.		



### 3.2. Course description

Basic description		
Course coordinator	Full Professor Zvonko Čapko, PhD	
Course title	MANAGEMENT INFORMATION SYSTEMS (MIS)	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The goal of the course is to make students familiar with the possibilities and functioning of the information system as function of the business management and accordingly, introduce them to a computer supported models. Strategical development of information systems considers as the active issue of business strategy design and implementation. The knowledge contained in this programme is in function of perception of the synergy correlation of scientific decision and usage of information technologies in order to inspire the research and usage of computer supported methods of business management and decision making. Also, the goal is to train the students to model information solutions by themselves, to a certain level, and develop their own applications.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- Independently use information systems in their activities related to the business management
- Critically analyse and present original research on the development and use of information systems for decision-making support and management information systems in business practice through the writing of expert evaluation (referee reports).
- Participate in the creation of more complex information systems in decision making support.
- Apply economic theory, in the context of business decision-making and management information systems and in the conditions of intensive and complex changes in the environment.
- Apply innovative research method in identifying and resolving complex problems of development and use of information systems in business management and decision making, in theory and on the examples in business practice (Case Study).
- Develop their own research ideas, with their improvement, discussion and exposure independently and in a team within the combined online learning in discussion groups.
- Make decisions based on credible data obtained from information systems.

##### 1.4. Course content

1. Programme introduction, Mission of the Course, Literature, Seminar papers, Examinations
2. Information – Communications Technology (ICT) and Information Systems (IS), Business Management, Decision Making - definition, structure, assignments, functions and features. Synergy and Framework of relationship between ICT, IS, BM and DM.
3. Business Intelligence, inter-organisational systems and inter-organisational applications, communication



technologies and communication systems in business management. Data Warehouse and on-line analytical data processing (OLAP) as the base components of business intelligence. The concepts of Data Warehouse in strategical organizing of data and informations. Enterprise Resource Planning (ERP), Customer Relationship Management (CRM) and Supply Chain Management) as the basic components of inter-organisational systems and inter-organisational applications. Internet, intranet, extranet e-business – basic concepts of communication systems in business management.

4. Decision Support Systems (DSS) - - definition, structure, assignments, functions and features. Features of the decision process from the problem to solution and information technology of decision support. DSS and business system: vertical and horizontal levels, ways of support and data integration. DSS architecture: functions and components of decision support system
5. Concepts and models of computer support phases of decision making process (intelligence,
6. design, choice and implementation). Application of DSS in business problems; problem analysis, modelling and generating solution variants. Group Decision Support Systems (GDSS) and communication technologies in decision making. Application Solutions for support of quantitative models of decision making. Computer tools and programming languages for quantitative model designing. Model Base designing in solving of economic problems.
7. Usage of information systems in business practices and Case Study. Concepts, methods,
8. designing, development and effects of information systems in business management and
9. decision making. Application and Solutions in business management and decision making in practice: (market information system, stock management system, transshipment problems, network problems...)
10. Evolution of information systems form business management and decision support according to information, knowledge and development trends.

1.5. Teaching methods

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> lectures     | <input checked="" type="checkbox"/> individual assignment  |
| <input type="checkbox"/> seminars and workshops  | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises               | <input type="checkbox"/> laboratories                      |
| <input type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork               | <input checked="" type="checkbox"/> other: consultations   |

1.6. Comments

Classes integrated and computer supported. Seminar discussion. Presentation of student's projects. Case analysis. Presentation of informatics tools within business system.  
 Combined online learning in discussion groups. The goal of the combined online and classroom learning, is to make classes more interesting and to further motivate and interest the students so that the efforts and commitments are evolving to the interest, fun and pleasure

1.7. Student's obligations

Similarly as for other elective courses the student's obligations will be related to its thesis as much as possible (directly or indirectly being related to other obligations of the study programme that are, again, directed to the thesis). Students are expected to be prepared for the active participation in the classroom (seminars) by reading the relevant literature (critical reading). Based on its own interest (thesis) as well as the study year in which students takes this course (1st – meaning that student will write the thesis about management information systems or 2nd) student makes his seminar paper – future paper to be published or part of his future thesis. So, the student includes its own research topic (thesis topic) in this course content, picking up those parts of the course that are mostly related to its thesis.  
 Teamwork, active class participation, research on given topics, presenting results, data collection, practical assignment, oral and written exams.

1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper	0,5	Experimental work	
Written exam	1,2	Oral exam	0,8	Essay		Research	
Project		Sustained knowledge check	1	Report		Practice	0,5



Portfolio							
<p><i>1.9. Assessment and evaluation of student's work during classes and on final exam</i></p>							
<p>The course will be organized under the terms set forth by the doctoral study program. The students will carry out their research by means of a seminar paper, which will be the future paper to be published or the part of dissertation. Students are expected to turn in essays on individual topics and/or take part in the discussions as part of critical reading. This is followed by oral exam, that is, again, in function of future dissertation. Students that actively participate in class discussions and successfully complete and present seminar paper, practical assignment, essay and report, are expected to elaborate their results at the oral exam. The student seminar assignment has to incorporate at least two out of four methods: theoretical analysis based on domestic and foreign literature, research in business organizations, Internet based research, developing a computer application.</p>							
<p><i>1.10. Assigned reading</i></p>							
<ol style="list-style-type: none"> <li>Laudon, K.C., Laudon, J.P., Management Information Systems: Managing Digital Firm, Prentice Hall, 2012. <a href="http://dinus.ac.id/repository/docs/ajar/MIS_KC_Laudon.pdf">http://dinus.ac.id/repository/docs/ajar/MIS_KC_Laudon.pdf</a></li> <li>Vukmirović, S., Čičin-Šain, M., Čapko, Z., Strategic analysis of inter-organizational systems informatization development in Croatia in terms of electronic business, 50 years of European Union = L'union europeenne a 50 ans : research monograph / editors Vinko Kandžija, Andrej Kumar ; [organizatori] University of Rijeka-Faculty of Economics, Rijeka; 357-369, 2008.,</li> </ol>							
<p><i>1.11. Optional / additional reading)</i></p>							
<ol style="list-style-type: none"> <li>Vukmirović, S., Čapko, Z., Informacijski sustavi u menadžerskom odlučivanju, Ekonomski fakultet Sveučilišta u Rijeci, Rijeka, 2009</li> <li>Turban, E., Aronson, J.A., Liang, T.P., Sharda, R., Decision Support and Business Intelligence Systems, Prentice Hall, New Jersey, USA, 2011.</li> <li>Srića V., Muller J.: Put k elektroničkom poslovanju, Sinergija, Zagreb, 2001</li> <li>Čičin-Šain, Vukmirović, S., M., Čapko, Z., Informatika za informatičko poslovanje, Ekonomski fakultet Sveučilišta u Rijeci, Rijeka, 2006.</li> <li>Čapko, Z., Vukmirović, S., Babić, A., ICT and Certification as Factors Influencing Development of Intelligent Cities on Cloud Computing Strategy // 3. međunarodni znanstveni simpozij "Gospodarstvo istočne Hrvatske – vizija i razvoj" / Mašek, Tonković A., editor(s), Ekonomski fakultet u Osijeku, Sveučilište u Osijeku, 2014. str. 235-244</li> <li>Vukmirović, S.: Jelenc, L.: Čičin-Šain, M. Development of trends of informatisation in the function of business change management in Croatian companies // 4th International Scientific Symposium Economy of Eastern Croatia- Vision and Growth / Tonković Mašek, A. (ur.), Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku, Ekonomski fakultet u Osijeku, 2015. str. 526-536</li> <li>Huang, L. The contingent role of innovation between IT management sophistication and strategic alignment. Journal of Global Information Management, 17, 2009., pp. 60-92.</li> <li>Tallon, P. P., &amp; Kraemer, K. L., Using flexibility to enhance the alignment between information systems and business strategy: Implications for IT business value, Center for Research on Information Technology and Organizations (CRITO), University of California, Irvine. Retrieved from <a href="http://misrc.umn.edu/workshops/2003/spring/Tallon_042503.pdf">http://misrc.umn.edu/workshops/2003/spring/Tallon_042503.pdf</a></li> </ol>							
<p><i>1.12. Number of assigned reading copies with regard to the number of students currently attending the course</i></p>							
					<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
					All material on-line or available from the professor		
<p><i>1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i></p>							



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Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
	Associate Professor Dunja Škalamera–Alilović, PhD	
Course title	INTELLECTUAL CAPITAL AND KNOWLEDGE ECONOMY	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

To assist PhD students in acquiring knowledge which they can use to create and evaluate: new facts, concepts, procedures and principles, as well as theories based on Intellectual Capital in conditions of Knowledge-based Economy.

In this way, the known boundaries are moved and PhD students acquire an ability to build a new system based on Intellectual Capital, all of that within unpredictable economic circumstances.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

- In the area of knowledge: PhD students will acquire all the mentioned within the Course objectives segment
- In the area of cognitive skills: PhD students will acquire an ability to use advanced, complex and proprietary procedures needed to make Intellectual Capital the new factor of creating new value.
- In the area of social skills: PhD students will acquire an ability to implement new social forms of communication and cooperation with other forms of Social Intellectual Capital
- In the area of independence: PhD students will acquire an ability to express personal, professional and ethical attitude in relation to new ideas in the field of Knowledge Economy
- In the area of responsibility: PhD students will be able to take on ethical and social responsibility in the research of Intellectual Capital for the benefit of the social community.

##### 1.4. Course content

1. Knowledge based economics: origin, trends, implications
2. Intangible assets as a creator of added value in companies and national economies
3. Knowledge based economy
4. Intellectual capital theory
5. Concept and structure of intellectual capital
6. Measuring intellectual capital
7. Intellectual capital management
8. Prospects of intellectual capital development
9. Causes, consequences and implications of Artificial Intelligence (AI) as a part of Intellectual Capital, especially in the conditions of the domination of Knowledge-based Economy

##### 1.5. Teaching methods

lectures

seminars and workshops

independent work

multimedia and network





	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratories					
	<input checked="" type="checkbox"/> long distance education	<input checked="" type="checkbox"/> mentorship					
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations					
1.6. Comments							
1.7. Student's obligations							
Creation of Critical papers in the field of existing knowledge and development of own research ideas in the field of scientific research of a doctoral student and the subject of his/her doctoral dissertation. All of this in order to solve problems independently in unknown economic circumstances.							
1.8. Evaluation of student's work							
Course attendance	0	Activity/Participation	0-2	Seminar paper	0-2	Experimental work	0-2
Independent tasks	0-4	Seminars and workshops	0-4	Essay	0-2	Research	0-2
Project	0-2	Sustained knowledge check	0	Report		Practical work	0-2
Mentor work	2	Conference	0-2	Extracurricular programs	0-2	Distance learning	0-2
1.9. Assessment and evaluation of student's work during classes and on final exam							
PhD students present results of their own scientific research as well as new scientific discoveries that they have made in front of other PhD students, and there is a critical panel discussion organised and managed.							
6 credits can be earned by different combination of given options							
1.10. Assigned reading							
<ol style="list-style-type: none"> <li>Sundać, D., Škalamera-Alilović, D., Babić, M. (2016). Poslovno okruženje i intelektualni kapital. Rijeka: Ekonomski fakultet Sveučilišta u Rijeci.</li> <li>Pulić, A., Sundać, D. (2001). Intelektualni kapital - ključni resurs 21. stoljeća, Rijeka: IBCC.</li> <li>Sundać, D. (ur.) (2002), Znanje – temeljni ekonomski resurs, Rijeka: Ekonomski fakultet Sveučilišta u Rijeci.</li> <li>Sundać, D., Švast, N. (2009), Intelektualni kapital – temeljni čimbenik konkurentnosti poduzeća. Zagreb: Ministarstvo gospodarstva, rada i poduzetništva (MINGORP) Republike Hrvatske.</li> <li>Sundać, D., Fatur Krmpotić, I. (2009). Measurement and management of intellectual capital. <i>Tourism and hospitality management</i>, 15(2), pp. 279-290. Available at: <a href="https://hrcak.srce.hr/64645">https://hrcak.srce.hr/64645</a></li> <li>Sundać, D., Fatur Krmpotić, I. (2011). Knowledge Economy Factors and the Development of Knowledge-based Economy. <i>Croatian Economic Survey</i>, 13(1), pp. 105-141. Available at: <a href="https://hrcak.srce.hr/67344">https://hrcak.srce.hr/67344</a></li> <li>Prusak, R. (2017). The impact of the level of market competition intensity on enterprises activities in area of intellectual capital. <i>Management</i>, 21(2). Available at: <a href="https://www.degruyter.com/downloadpdf/j/manment.2017.21.issue-2/manment-2017-0004/manment-2017-0004.pdf">https://www.degruyter.com/downloadpdf/j/manment.2017.21.issue-2/manment-2017-0004/manment-2017-0004.pdf</a></li> </ol>							
1.11. Optional / additional reading							
<ol style="list-style-type: none"> <li>Stewart, T. (1997). Intellectual Capital: The New Wealth of Organizations, New York: Currency Doubleday.</li> <li>Edvinsson, L., Malone, M.S. (1997). Intellectual Capital: Realizing Your Company's True Value by Finding Its Hidden Brainpower. New York: HarperCollins Publishers, Inc.</li> <li>Sullivan, P. (2000). Value Driven Intellectual Capital: How to Convert Intangible Corporate Assets into</li> </ol>							



Market Value, New York: John Wiley & Sons, Inc.

4. Edvinsson, L., Sullivan, P. (1996). Developing a model for managing intellectual capital. *European Management Journal*, 14(4), pp. 356-364.
5. Sundać, D., Stumpf, G. (2016). The Impact of Brain Drain on the Competitiveness of the Croatian Economy. In: M. Cingula, R.D. Vlahov, D. Dobrinic (eds.) *Economic and Social Development: Book of Proceedings* (pp. 199-206). Varaždin: Varazdin Development and Entrepreneurship Agency. Available at: [https://www.esd-conference.com/upload/book\\_of\\_proceedings/esd\\_Book\\_of\\_Proceedings\\_Varazdin\\_2016\\_Online.pdf](https://www.esd-conference.com/upload/book_of_proceedings/esd_Book_of_Proceedings_Varazdin_2016_Online.pdf)
6. Zhang, M., Qi, Y., Guo, H. (2017). Impacts of intellectual capital on process innovation and mass customisation capability: direct and mediating effects. *International Journal of Production Research*, 55(23), pp. 6971-6983.
7. Lakic, S. (2017). The Consequences of Knowledge Economy - Specifications of Financial Destruction. *Transformations in Business & Economics*, 16(3), pp. 187-198.
8. Fathollahi, J., Momeni, F., Elahi, N. (2017). Appropriate theoretical framework for understanding and analyzing economic issues in knowledge-based economy. *Journal of the Knowledge Economy*, 8(3), pp. 957-976.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students
Sundać, D., Škalamera-Alilović, D., Babić, M. (2016). Poslovno okruženje i intelektualni kapital. Rijeka: Ekonomski fakultet Sveučilišta u Rijeci.	20	
Pulić, A., Sundać, D. (2001). Intelektualni kapital - ključni resurs 21. stoljeća, Rijeka: IBCC.	19	
Sundać, D. (ur.) (2002), Znanje – temeljni ekonomski resurs, Rijeka: Ekonomski fakultet Sveučilišta u Rijeci.	8	
Sundać, D., Švast, N. (2009), Intelektualni kapital – temeljni čimbenik konkurentnosti poduzeća. Zagreb: Ministarstvo gospodarstva, rada i poduzetništva (MINGORP) Republike Hrvatske.	4	

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Associate Professor Tamara Pavasović Trošt, PhD	
Course title	QUALITATIVE RESEARCH METHODS AND MIXED METHOD RESEARCH DESIGN	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	elective	
Year	I or II	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Course objectives are to equip students with skills necessary to design a qualitative research study from its conception through the analysis and write-up of findings and to develop understanding of mixed method research design.

##### 1.2. Course enrolment requirements

-

##### 1.3. Expected course learning outcomes

Develop knowledge of mixed methods research designs and ability to recognize the types of research questions best suited for integrating qualitative and quantitative methods; develop skills needed to develop a qualitative research study or mixed method research dissertation proposal and/or produce a publishable mixed method study.

##### 1.4. Course content

Introduction and overview of qualitative research methods and mixed method research design. Developing a research design. Data collection. Data analysis strategies. Evaluating, writing, and presenting qualitative and mixed method research design.

##### 1.5. Teaching methods

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment |
| <input checked="" type="checkbox"/> seminars and workshops  | <input type="checkbox"/> multimedia and network           |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                     |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship            |
| <input type="checkbox"/> fieldwork                          | <input type="checkbox"/> other:                           |

##### 1.6. Comments

##### 1.7. Student's obligations

Emphasis is put on developing and implementing own research ideas based on qualitative methods or mixed method research design. Student research proposal or project, which outlines qualitative methods or mixed method research for data collection and analysis to be used in the student's doctoral dissertation or project. Student's obligations include preparing for class discussion based on critically assessing relevant readings and proposal or project prepared by other students.

##### 1.8. Evaluation of student's work

Course attendance		Activity/Participation	0,5	Seminar paper	1,5	Experimental work	
Written exam		Oral exam		Essay		Research	2



Project	Sustained knowledge check	Report	Practice
Portfolio			
<p>1.9. <i>Assessment and evaluation of student's work during classes and on final exam</i></p> <p>The course grade will be based on the quality of the student's final research proposal or project, which will outline the methods for data collection and analysis to be used in the student's doctoral dissertation or project (70%), peer feedback on doctoral dissertation or project (20%) and in-class discussion (10%).</p>			
<p>1.10. <i>Assigned reading</i></p>			
<ol style="list-style-type: none"> <li>Edmonds, A. and T. D. Kennedy. 2017. <i>An Applied Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods</i>, 2nd edition. Sage Publications.</li> <li>Maxwell, J. 2013. <i>Qualitative Research Design: An Interactive Approach</i>. 3rd edition. Sage.</li> <li>Rivera, L. and Tilcsik, A. 2016. <i>Class Advantage, Commitment Penalty. The Gendered Effect of Social Class Signals in an Elite Labor Market</i>. <i>American Sociological Review</i>. Volume: 81 issue: 6, page(s): 1097-1131.</li> </ol>			
<p>1.11. <i>Optional / additional reading</i></p>			
<ol style="list-style-type: none"> <li>Brannen, J. &amp; R. O'Connell. 2014. "Data Analysis I: Overview of Data Analysis Strategies". Pp. 257-274 in Hesse-Biber and Johnson (eds.), <i>Oxford Handbook of Multimethod and Mixed Methods Research Inquiry</i>. Oxford University Press.</li> <li>Chana Teeger, 2014., "Collective Memory and Collective Fear: How South Africans Use the Past to Explain Crime." <i>Qualitative Sociology</i> 37(1): 69-92</li> <li>Creamer, E. 2018. <i>An Introduction to Fully Integrated Mixed Methods Research</i>. Sage.</li> <li>Creswell, J. 2015. <i>A Concise Introduction to Mixed Methods Research</i>. Sage.</li> <li>Creswell, J. and V. Plano-Clark. 2011. <i>Designing and Conducting Mixed Methods Research</i>. Sage.</li> <li>Hesse-Biber, S. N. and R. B. Johnson. 2015. <i>The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry</i>. Oxford University Press.</li> <li>Kwadwo Antwi, S. and Hamza, K.. 2013. <i>Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection</i>. <i>European Journal of Business and Management</i>, Vol.7, No.3: 217-225.</li> <li>Myers, Michael. 2013. <i>Qualitative Research in Business and Management</i>. 2nd edition. Sage</li> <li>Saldana, J. 2015, <i>The Coding Manual for Qualitative Researchers</i>, 3rd edition, Sage</li> <li>Saunders, M, P. Lewis &amp; A. Thornhill. 2015. <i>Research Methods for Business Students</i>, 7th edition. Pearson.</li> <li>Schilling, J. 2009. <i>From Ineffectiveness to Destruction: A Qualitative Study on the Meaning of Negative Leadership</i>. <i>Leadership</i> Volume: 5 issue: 1, page(s): 102-128</li> <li>Tashakkori, A. and C. Teddlie. 2003. <i>Handbook of Mixed Methods in Social &amp; Behavioral Research</i>. Sage.</li> </ol>			
<p>1.12. <i>Number of assigned reading copies with regard to the number of students currently attending the course</i></p>			
<i>Title</i>		<i>Number of copies</i>	<i>Number of students</i>
Papers are in open access or available upon request from course coordinators.			
<p>1.13. <i>Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i></p>			
<p>Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the</p>			



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Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Full professor Mario Pečarić, PhD Associate professor Pavle Jakovac, PhD	
Course title	INTERNATIONAL FINANCE: THEORY AND POLICY	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

In conditions of globalization of the world economy, international financial transactions are becoming subtler than ever before. Almost every theory of economic policies and theories of international economic trade can be questioned, and accordingly the theories of international finance. Balance of payment theories can be studied separately, especially the relation between the theory and policy of balance of payments and economic growth. The same can be applied for the theories, policies and exchange rate systems.

Integrated entities such as the EU, have their own features in terms of international finance. Special attention in such a context should be given to EMU and Euro.

EU, and consequently EMU, candidate countries face a delicate choice of the defining the exchange rate systems of their national currency on their way to accepting Euro. The challenges of *Eurization* are numerous.

As it was the case with Unitas and SDR, future of Euro, Dollar or any other currency is also very delicate and questionable. The world economy has found itself at the crossroad as well as the international financial relations and their correlation with the world economic growth and the economic growth of national economies. The objective of the course is to create new knowledge by comprehending theories and policies of international finance and their significance.

##### 1.2. Course enrolment requirements

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##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- explain the significance of international monetary systems, payment systems
- define theories and policies of balance of payment and exchange rates-interpret balance of payment policy and exchange rate policy in the Republic of Croatia and post transitional countries
- identify the theoretical framework and analyse the outcomes of financial liberalization and international movement of capital
- explain (using models) international financial crises
- interpret the theory and policy of foreign direct investment (FDI)
- explain Washington and post-Washington consensus and the resulting changes in economic policies
- expand the understanding of economic theories in relation to relevant interdisciplinary areas and in the context of changes in the business environment as well as to understand and apply innovative research methods in identifying and solving complex problems in business practice

##### 1.4. Course content



1. International monetary systems: from the gold standard to global currency – tendencies and critical analysis
2. Theories and policies of balance of payment and exchange rates – models and empirical research (balance of payment policy and exchange rate policy in the Republic of Croatia and post transitional countries)
3. Financial liberalization and international movement of capital – theoretical framework and analysis of effects (F-H puzzle, Dutch disease etc.)
4. Financial integrations – model and institutional analysis on the example of monetary union - EMU
5. FDI – theoretical framework and effects
6. International financial crises – generation model analysis
7. Reconsideration of theory and policy of international finance in conditions of globalization (Washington and post-Washington consensus)

<i>1.5. Teaching methods</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: distance learning
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<i>1.6. Comments</i>	-
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*1.7. Student's obligations*

Students are expected to prepare themselves by going through the relevant literature (critical reading) for active participation during classes, especially seminars and workshops (group work and independent assignments). The emphasis is on critical reading, writing and presenting original research - for example, writing professional reviews of the latest articles and developing their own research ideas, as well as improving, discussing and presenting them through the existing courses. Students are also expected to use scientific research methodology in preparing the seminar work or implementing the project assignment. In other word, students are expected to carry out active independent research for the purpose of writing an article or a part of dissertation. The student fits (with appropriate adjustments) his/hers own research area (topic of his/hers dissertation) into the content of the specific course, choosing those parts of the content that are most related to his/hers dissertation.

*1.8. Evaluation of student's work*

		Activity/Participation	0,5	Seminar paper	1	Experimental work	
		Oral exam	0,5	Essay		Research	1
Project	1	Sustained knowledge check		Report		Practice	
Portfolio							

*1.9. Assessment and evaluation of student's work during classes and on final exam*

Continuous assessment is done through critical reading and commenting on the latest articles from a given area, group work and independent assignments, discussion and presentation within the existing courses. Evaluation of the expected learning outcomes, apart from the above mentioned, will not be done through the classical written exam. Instead, it will be done through the results of independent research (review of the most recent articles and literature, writing their own articles and/or dissertation chapter as well as through project assignment, which is again a part of the doctoral dissertation).

*1.10. Assigned reading*

1. Suranovic, S. (2010): International finance theory and policy, Open Textbook Library, Creative Common Attribution
2. Schmitt-Grohe, S., Uribe, M., Woodford, M. (2016): International Macroeconomics, Columbia University
3. Alfaro, L., Kalemi-Ozcan, S., Volosovych, V. (2008.) „Why doesn't Capital Flow from Rich to Poor Countries? An Empirical Investigation”, Review of Economics and Statistics. 90 (2): p. 347–368.



4. Aristovnik A. (2006.): „Current account deficit sustainability in selected transition economies”, Zbornik Ekonomskog fakulteta Rijeka: Časopis za ekonomsku teoriju i praksu, Vol. 24, Issue 1., p. 81. – 102.
5. Boonstra W. (2008.): “National savings and the international investment position: what does the current account tell us?”, Zbornik Ekonomskog fakulteta Rijeka: Časopis za ekonomsku teoriju i praksu, Vol. 26, Issue 1., p. 9. – 40.
6. Aizenmann, J., Chinn, M. D. i Ito, H. (2008): „Assessing the emerging global financial architecture: measuring the trilemma's configurations over time”, NBER Working Paper
7. Magud, N. i Sosa, S. (2010.): „When and Why Worry About Real Exchange Rate Appreciation? The Missing Link between Dutch Disease and Growth” IMF WP/10/271
8. Acosta, P.A, Lartey, E.K.K. i Mandelman, F.S.: (2009.): „Remittances and the Dutch disease”, Journal of International Economics, Vol 79, 102-116
9. Bresser-Pereira, L. C. (2008): „The Dutch disease and its neutralization: a Ricardian approach”, Brazilian Journal of Political Economy
10. Feldstein, M. i Horioka, C. (1980), "Domestic Saving and International Capital Flows", Economic Journal, 90 (358): 314. – 329.
11. Obstfeld, M. i Rogoff, K. (2000), "The Six Major Puzzles in International Macroeconomics: Is There a Common Cause?", u Bernanke, B. i Rogoff, K., NBER Macroeconomics Annual 2000, 15, The MIT Press, 339. – 390.
12. Ostry Jonathan D., Ghosh, Atish R., Habermeier, K., Chamon, M., Qureshi Mahvash S. i Reinhart, D.B.S. (2010.): „Capital Inflows: The Role of Controls”, IMF
13. Akira Ariyoshi, Karl Habermeier, Bernard Laurens, Inci Otker-Robe, Jorge Iván Canales-Kriljenko, and Andrei Kirilenko (2000.): “Capital Controls: Country Experiences with Their Use and Liberalization”
14. Birdsall, N., de la Torre, A., Valencia Caicedo, F. (2010): The Washington Consensus: Assessing a Damaged Brand, The World Bank, online: <http://documents.worldbank.org/curated/en/848411468156560921/The-Washington-consensus-assessing-a-damaged-brand>
15. Florio, M. (1998): Economic Theory, Russia and the Fading "Washington Consensus", University of Milan, online: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=455701](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=455701)
16. Glick, R., Moreno, R. (1997): Government Intervention and The East Asian Miracle, Federal Reserve Bank of San Francisco, online: <http://www.frbsf.org/economic-research/publications/economic-letter/1997/july/government-intervention-and-the-east-asian-miracle/>
17. Li, Y. (2016): What lessons can we learn from China's rapid growth?, World Economic Forum, online: <https://www.weforum.org/agenda/2016/03/what-lessons-can-we-learn-from-china-s-rapid-growth/>
18. Rodrik, D. (2006): Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from the Decade of Reform, Journal of Economic Literature, American Economic Association, vol. 44, br. 4/2006, str. 973-987, online: [http://web.stanford.edu/group/scspi/\\_media/pdf/Reference%20Media/Rodrik\\_2006\\_Development%20Economics.pdf](http://web.stanford.edu/group/scspi/_media/pdf/Reference%20Media/Rodrik_2006_Development%20Economics.pdf)

1.11. *Optional / additional reading*

1. Stojanov, D., Drašković, V., Lakić, S., Drašković, M., (2014): Makroekonomske teorije i politke u globalnoj ekonomiji, ELIT, Podgorica
2. Lovrinović, I., (2015): Globalne financije, Accent, Zagreb
3. Kolodko, G. (1999): Transition to a market economy and sustained growth. Implications for the post - Washington consensus, Communist and Post - Communist Studies, vol. 32, br. 3/1999, str. 233-261, online: [http://www.tiger.edu.pl/kolodko/artykuly/Transition\\_to.pdf](http://www.tiger.edu.pl/kolodko/artykuly/Transition_to.pdf)
4. Pečarić, M. Jakovac, P, Miličić, M., (2020): Utjecaj priljeva stranog kapitala na ekonomski rast zemlje primateljice: Hrvatska u krilu bogova? // Suvremeni izazovi EU, Republike Hrvatske i zemalja Zapadnog Balkana / Tomljanović, Marko (ur.), Rijeka: Sveučilište u Rijeci, Ekonomski





- fakultet Rijeka, 2020. str. 133-150.
5. Pečarić, M., Kusanović, T., Jakovac, P., (2021): The Determinants of FDI Sectoral Structure in the Central and East European EU Countries // *Economies*, 9 (2021), 2; 1-16
  6. Kusanović, T., Pečarić, M., Jakovac, P., (2021): The interaction of real exchange rate and FDI sectoral structure in Croatia // *Proceedings of 10th International Scientific Symposium „Region, Entrepreneurship, Development - RED 2021”* / Leko Šimić, Mirna ; Crnković, Boris (ur.). Osijek: Josip Juraj Strossmayer University of Osijek, Faculty of Economics in Osijek, Croatia, 2021. str. 148-164
  7. Jakovac, P., Raguzin, L., (2019): Teorijski aspekt i analiza suvremenih valutnih ratova (EU vs. SAD) // *Financijska kretanja – najnoviji događaji i perspektive* / Rimac Smiljanić, Ana ; Šimić Šarić, Marija ; Visković, Josip (ur.). Split : Ekonomski fakultet u Splitu, 2019. Str. 117-136.
  8. Jakovac, P., Lončarić, K., (2018): "Azijski put" - alternativa Washingtonskom konsenzusu? // *Financije - teorija i suvremena pitanja* / Koški, Dražen ; Karačić, Domagoj ; Sajter, Domagoj (ur.). Osijek : Ekonomski fakultet u Osijeku, 2018. Str. 173-201.
  9. Jakovac, P., Deković, E., Udovičić, M., (2017): The Concept of Global Currency and Global Government // *Progress in Economics Research* / Tavidze, Albert (ur.). New York : Nova Science Publishers, Inc., 2017. Str. 119-142.
  10. Jakovac, P., (2021): Current (international) financial system: technology effects and future perspectives // *Acta Catalactics*, (2021), 1; 7-22

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Most of the materials can be obtained in open access or directly from the course coordinator		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

General description		
Course coordinator	<b>Full Professor Heri Bezić, PhD</b> <b>Associate Professor Tomislav Galović, PhD</b> <b>Full Professor Mitja Ruzzier, PhD</b>	
Course title	<b>INTERNATIONAL BUSINESS</b>	
Study programme	<b>Doctoral Study Programme in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>I or II</b>	
ECTS credits and teaching	ECTS student workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The objective of the course is creation of theoretical and applied knowledge that enables the achievement of greater export competitiveness. Export competitiveness is fundamental and closely connected to total competitiveness of the national economy. The globalisation of world business has an influence on the increase in traditional foreign trade forms, but also increase in the new forms of international business that have become more complementary. While globalization was once the dominant trend, in recent years it has faced political and economic challenges. Protectionist trade measures, political and economic polarization as well as regionalization make international integration and trade cooperation difficult. In order to adapt business to world trends, it is necessary to gain in-depth knowledge of international geopolitical relations, international business environment and modern ways of taking over and positioning on the international market. Competitiveness, especially export competitiveness, is the key factor in these processes. During the study, while using modern tools and contemporary methods, students will get cognitions which could be successfully used in increasing export competitiveness.

##### 1.2. Course enrollment requirements

##### 1.3. Expected learning outcomes

After the successful completion of this course, doctoral students will be able to:

- Analyse and identify the impact of international geopolitical and international business relations on the application of certain forms of positioning on the international market;
- Compare various tools and methods used for increasing export competitiveness;
- Develop and propose their own solutions for increasing export competitiveness;
- Reach a better understanding of the economic theories related to the relevant interdisciplinary fields in the context of changes in the business environment;
- Understanding and application of innovative research methods in identifying and solving complex problems in business practice.
- Learning outcomes will enable the creation of a research draft in the framework of the doctoral thesis.

##### 1.4. Course outline

1. International geopolitical and international business relations



2. Positioning on the international market

3. Export strategies

4. Export competitiveness

5. Innovations and export competitiveness

6. Analysis and comparison of the selected international markets

*1.5. Teaching methods*

- lectures  
 seminars and workshops  
 exercises  
 long distance education  
 fieldwork

- individual assignments  
 multimedia and the Internet  
 laboratory work  
 mentorship  
 other: consultations

*1.6. Comments*

Students will actively participate in the entire learning process. Active participation is especially expected in seminar classes and workshops in which the selected parts of the course will be individually covered, researched and presented. Their obligations will be realized from cognitions derived from relevant literature and from implementation of modern scientific and research methodology. From them it is expected that their independent and active research will result with new cognitions which will be fully or partially presented within their scientific papers.

*1.7. Students' obligations*

Students are obliged to actively participate in classes, seminars and workshops where they are expected to conduct a research, compile and present a seminar paper.

*1.8. Evaluation of students' work*

Course attendance		Class activity/Participation	0,5	Seminar paper	1	Experimental work	
Written examination		Oral examination	0,5	Essay		Research	1
Project	1	Continuous assessment		Report		Practice	
Portfolio							

*1.9. Assessment and evaluation of students' work during classes and on final exam*

The final grade of the completed programme will be based on the grade achieved on the oral examination related to the field of research, assessment of class activity, assessment of the conducted research and the quality of the seminar paper and its presentation.

*1.10. Assigned reading*

- Morrison, Janet (2017) Morrison, Janet (2017) The Global Business Environment: Challenges and Responsibilities, Palgrave Macmillan, London

*1.11. Optional / additional reading*

**FOREIGN DIRECT INVESTMENT**

- Bezić, H., Galović, T. & Balaž, D. (2021). What impacts FDI in EU?. U: Leko Šimić, M. & Crnković, B. (ur.) Proceedings of 10th International Scientific Symposium „Region, Entrepreneurship, Development“.
- Buckley, P. J., Clegg, L. J., Voss, H., Cross, A. R., Liu, X., & Zheng, P. (2018). A retrospective and agenda for future research on Chinese outward foreign direct investment. Journal of International Business Studies, 1-20.
- Paul, J., & Benito, G. R. (2018). A Review of Research on Outward Foreign Direct Investment From Emerging Countries, Including China: What Do We Know, How Do We Know, and Where Should We Be Heading?. Asia Pacific Business Review, 24(1), 90-115.
- Bailey, N. (2018). Exploring the relationship between institutional factors and FDI attractiveness: A



meta-analytic review. *International Business Review*, 27(1), 139-148.

#### CROSS-BORDER MERGERS AND ACQUISITIONS

5. Xie, E., Reddy, K. S., & Liang, J. (2017). Country-specific determinants of cross-border mergers and acquisitions: A comprehensive review and future research directions. *Journal of World Business*, 52(2), 127-183.

#### SME INTERNATIONALIZATION

6. Schwens, C., Zapkau, F. B., Bierwerth, M., Isidor, R., Knight, G., & Kabst, R. (2017). International Entrepreneurship: A Meta-Analysis on the Internationalization and Performance Relationship. *Entrepreneurship Theory and Practice*.
7. Paul, J., Parthasarathy, S., & Gupta, P. (2017). Exporting Challenges of SMEs: A Review and Future Research Agenda. *Journal of World Business*, 52(3), 327-342.

#### INTERNATIONAL MARKET ENTRY MODES

8. Shen, Z., Puig, F., & Paul, J. (2017). Foreign market entry mode research: A review and research agenda. *The International Trade Journal*, 31(5), 429-456.
9. Zhao, H., Ma, J., & Yang, J. (2017). 30 years of research on entry mode and performance relationship: A meta-analytical review. *Management International Review*, 57(5), 653-682.

#### INTERNATIONAL CSR

10. Pisani, N., Kourula, A., Kolk, A., & Meijer, R. (2017). How global is international CSR research? Insights and recommendations from a systematic review. *Journal of World Business*, 52(5), 591-614.

#### INTERNATIONAL HRM & LANGUAGE

11. Budhwar, P., Tung, R. L., Varma, A., & Do, H. (2017). Developments in Human Resource Management in MNCs from BRICS Nations: A Review and Future Research Agenda. *Journal of International Management*, 23(2), 111-123.
12. Tenzer, H., Terjesen, S., & Harzing, A. W. (2017). Language in international business: A review and agenda for future research. *Management International Review*, 57(6), 815-854.

#### MULTINATIONALITY

13. Nguyen, Q. T. (2017). Multinationality and performance literature: A critical review and future research agenda. *Management International Review*, 57(3), 311-347.

#### EMERGING MARKETS

14. Bezić, H., Galović, T. & Balaž, D. (2020). The competitiveness and attractiveness of investment environment in Croatia and excommunist countries. U: Leko Šimić, M. & Crnković, B. (ur.) Proceedings of 9th International Scientific Symposium „Region, Entrepreneurship, Development“.
15. Douglas Wegner, Susana Costa e Silva, and Greice De Rossi (2018) The development dynamics of business networks, *International Journal of Emerging Markets*, Vol 13, Issue 1
16. Swagatika Nanda and Ajaya Kumar Panda (2018) The determinants of corporate profitability: an investigation of Indian manufacturing firms, *International Journal of Emerging Markets*, Vol 13, Issue 1
17. Philani Shandu, Gideon Boako, and Paul Alagidede (2018) Price leadership in the South African foreign-exchange market: an empirical analysis, *International Journal of Emerging Markets*, Vol 13, Issue 1
18. Chenxi Guo and Ping Lv (2018) Network position of independent director in cross-border mergers and acquisitions, *International Journal of Emerging Markets*, Vol 13, Issue 1
19. Lordina Amoah and Meshach Jesse Aziakpono (2018) Exchange rate pass-through to consumer prices in Ghana: is there asymmetry?, *International Journal of Emerging Markets*, Vol 13, Issue 1
20. Joung-Yol Lin, Munkh-Ulzii John Batmunkh, Massoud Moslehpour, Chuang-Yuang Lin, and Ka-Man Lei



(2018) Impact analysis of US quantitative easing policy on emerging markets, International Journal of Emerging Markets, Vol 13, Issue 1

21. Rozaimah Zainudin, Nurul Shahnaz Mahdzan, and Chee Hong Yet (2018) Dividend policy and stock price volatility of industrial products firms in Malaysia, International Journal of Emerging Markets, Vol 13, Issue 1
22. Muhammad Umar, Gang Sun, Khurram Shahzad, and Zia-ur-Rehman Rao (2018) Bank regulatory capital and liquidity creation: evidence from BRICS countries, International Journal of Emerging Markets, Vol 13, Issue 1
23. Ahmed Mohamed Dahir, Fauziah Binti Mahat, and Noor Azman Bin Ali (2018) Funding liquidity risk and bank risk-taking in BRICS countries, International Journal of Emerging Markets, Vol 13, Issue 1
24. Ali Awdeh (2018) The socio-economic effects of remittances in the labour-exporting MENA countries International Journal of Emerging Markets, Vol 13, Issue 1
25. Buerhan Saiti and Nazrul Hazizi Noordin (2017) Does Islamic equity investment provide diversification benefits to conventional investors? Evidence from the multivariate GARCH analysis International Journal of Emerging Markets, Vol 13, Issue 1
26. Galović, T. (2022) The international competitiveness of Mercosur. Poslovna izvrsnost, 16 (2), 97-117 doi:10.22598/pi-be/2022.16.2.97.

ACCORDING TO RESEARCH SUBJECT AND OTHER

27. Articles from JIBS journal according to research subject
28. UN publications (UNCTAD, UNIDO),
29. WTO publications

1.1. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students
Morrison, Janet (2017) The Global Business Environment: Challenges and Responsibilities, Palgrave Macmillan, London	2	

1.2. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Associate Professor Luka Samaržija, PhD	
Course title	SUPPLY CHAIN MANAGEMENT	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The objective of the course is to introduce doctoral students to the possibilities for scientific research in the supply chain management area in more detail. PhD students will have gained knowledge and understanding of methodological issues to be able to independently define a research problem, create a hypothesis and develop research models to discover new ways and tools to optimize a supply chain.

##### 1.2. Course enrolment requirements

None.

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- critically analyse existing supply chains based on the scientific background, and suggest possible solutions for achieving supply chain optimization;
- select an appropriate research methodology, create a hypothesis and develop a research model providing arguments for rejecting or accepting the hypothesis/model;
- propose an improved supply chain relating to a selected complex business system that will create more value added for customers.

##### 1.4. Course content

1. Strategic importance of Supply Chain Design (management of flows). 2. Main components of Supply Chain Management (suppliers, customers, IT) 3. Supply Chain Mapping 4. Internal and external risks in supply chains.

##### 1.5. Teaching methods

- |  |   |
|--|---|
| <input type="checkbox"/> lectures                | <input type="checkbox"/> individual assignment  |
| <input type="checkbox"/> seminars and workshops  | <input type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises               | <input type="checkbox"/> laboratories           |
| <input type="checkbox"/> long distance education | <input type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork               | <input type="checkbox"/> other: consultations   |

##### 1.6. Comments

##### 1.7. Student's obligations

PhDs are required to attend lectures and exhibit a sufficient level of competence and autonomy to write a critical review of a bibliographic unit. Upon successful completion of the critical review and oral defence of research findings, the student becomes known as a „PhD candidate“ and is working on his/her dissertation that proves he/she is knowledgeable about the information learnt throughout the graduate program.

##### 1.8. Evaluation of student's work



Course attendance		Activity/Participation	1	Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	4
Project		Sustained knowledge check		Report		Practice	
Portfolio							

*1.9. Assessment and evaluation of student's work during classes and on final exam*

**1.10. Assessment and evaluation of student's work during classes and on final exam**

**1. Critical review (25%)**

Students are required to choose 5-6 statements from the literature and need to show whether they agree or disagree with the statement, and explain why.

**2. Research work (75%)**

The research work includes a deeper analysis of a theme from the supply chain management area. Students need to be able to identify a scientific problem and establish models that suggest possible solutions to problems to improve the effectiveness and efficiency of existing supply chains.

*1.10. Assigned reading*

- Hugos, M., 2011., *Essentials of Supply Chain Management, Third Edition, John Wiley & Sons, Chichester*
- Burgess, R. 1998, „Avoiding Supply Chain Management Failure: Lessons From Business Process Re-engineering“, *International Journal of Logistics Management*, 9(1), pp.15-23.
- Dabić, M. et al., 2013, Exploring the Use of 25 leading Business Practices in Transitioning market Supply Chains, *International Journal of Physical Distribution & Logistic Management*, vol. 43, no.10.
- Lazzarini, S. et al. 2008, „Buyer-supplier and supplier-supplier alliances: do they reinforce or undermine one another“, *Journal of Management Studies*, vol.45, pp. 561-584.
- Mentzer, J. T. et al. 2000, „The Nature of Interfirm Partnering in Supply Chain Management“, *Journal of Retailing*, vol.76, no.4, pp. 549-568

*1.11. Optional / additional reading*

- Underhill, T., 1996., *Strategic Alliances Managing the supply Chain*, PennWell Publishing Company, Tulsa
- Jacoby, D., 2009., *Guide to Supply Chain Management*, Bloomberg Press, New York
- Cohen, S. & Roussel J., 2004., *Strategic Supply Chain Management: the five disciplines for top performance*, The McGraw Hill, New York
- Hasini, E. 2008, „Supply Chain Optimization: Current Practices and Overview of Emerging Research Opportunities“, *Information System and Operation Research*, vol. 42, no.2, pp. 93-96.
- Shukla, R. K. et al. 2011, „Understanding of Supply Chain: A Literature Review“, *International Journal of Engineering Science and Technology*, vol.3, no.3, pp. 2059-2072.
- Kurata, H., Nam, S.H. 2010, „After- sales service competition in supply chain: Optimization of customer satisfaction level or profit or both?“, *International Journal of Production Economics*, vol. 127, pp. 136-146.
- McAdam, R., McCormack D. 2001, „Integrating Business Processes for Global Alignment and Supply Chain Management“, *Business Process Management Journal*, vol. 7, no.2, pp. 113-130.
- Ogden, J. A. 2006. „Supply base reduction: an empirical study of critical success factors“, *Journal of Supply Chain Management*, vol.42, no.4, p. 29.
- Li et al.: The impact of supply chain management practices on competitive advantage and organizational performance, *Omega* 34 (2006) 107 – 124.

*1.12. Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
<i>Hugos, M., 2011., Essentials of Supply Chain Management, Third Edition, John Wiley &amp; Sons, Chichester</i>	1	



1.13. <i>Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i>	
Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.	

### 3.2. Course description

Basic description		
Course coordinator	Associate Professor Rok Spruk, PhD	
Course title	METHODS OF CAUSAL INFERENCE	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

1.1. <i>Course objectives</i>
<ol style="list-style-type: none"> <li>1. To understand the mechanics and application of the methods of causal inference</li> <li>2. To apply the methods of causal inference using a raw dataset from the selected area in economics in reliable and transparent manner</li> <li>3. To evaluate and select the appropriate inference techniques for the causal interpretation of the parametric estimates</li> <li>4. To understand and apply non-parametric estimation techniques and draw causal inferences thereof</li> </ol>
1.2. <i>Course enrolment requirements</i>
None
1.3. <i>Expected course learning outcomes</i>
<p>By the end of the course, student should:</p> <ul style="list-style-type: none"> <li>- Understand and discuss a large array or causal inference methods</li> <li>- Acquire the econometric research skills to produce original and high-quality research for publication in peer-reviewed journals</li> <li>- Independently and critically assess the estimation output, and should be able to conduct an independent study using the methods of causal inferences</li> </ul>
1.4. <i>Course content</i>
<p>Matching on Nearest-Neighbour Characteristics and Propensity Scores: Framework and Applications  Instrumental Variables Estimation Technique for Observational Data: Framework and Applications  Quantile Regressions for Disaggregated Data: Concepts, Examples and Applications  Big-Data Analytics, Machine Learning and Kernel-Regular Least Squares: Specification and Testing  Parametric and Non-Parametric Synthetic Control Estimator for Comparative Case Studies: Generalized Inference Procedure with Reliable Confidence Sets</p>





Regression Discontinuity Design with Covariates: Specification, Testing and Applications  
Causal Relationships Using Vector Autoregression Techniques in Time Series and Panel Data

1.5. Teaching methods	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> individual assignment
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> long distance education	<input type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other: consultations

1.6. Comments  
The course professor keeps the right to invite visiting lecturers on selected topics. The course is regulated by the decree of the doctoral study program for elective courses.

1.7. Student's obligations

The course is based on the rigorous training in the econometric methods for causal inference. Students are expected to actively participate in in-class discussions. The format of the teaching gives more emphasis on the empirical research work. Students are expected to write a seminar paper as an offspring for a peer-reviewed publication. Throughout the course, students will critically evaluate the influential works in empirical law and economics, new institutional economics and empirical political economy, using the acquired research skills. The grade consists of the written exam (20%), Stata exam (30%), seminar paper (30%), in-class discussion (10%), and in-class attendance rate (10%).

1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper		Experimental work	
Written exam	1	Oral exam		Essay		Research	1
Project	1	Sustained knowledge check		Report	1	Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

- written exam (20%)
- Stata exam (30%)
- seminar paper (30%)
- in-class discussion (10%)
- in-class attendance rate (10%)

1.10. Assigned reading

1. Abadie, Alberto, and Javier Gardeazabal. "The economic costs of conflict: A case study of the Basque Country." *American Economic Review* 93, no. 1 (2003): 113-132.
2. Abadie, Alberto, and Guido W. Imbens. "On the failure of the bootstrap for matching estimators." *Econometrica* 76, no. 6 (2008): 1537-1557.
3. Abadie, Alberto, Alexis Diamond, and Jens Hainmueller. "Synthetic control methods for comparative case studies: Estimating the effect of California's tobacco control program." *Journal of the American statistical Association* 105, no. 490 (2010): 493-505.
4. Abadie, Alberto, Alexis Diamond, and Jens Hainmueller. "Comparative politics and the synthetic control method." *American Journal of Political Science* 59, no. 2 (2015): 495-510.
5. Billmeier, Andreas, and Tommaso Nannicini. "Assessing economic liberalization episodes: A synthetic control approach." *Review of Economics and Statistics* 95, no. 3 (2013): 983-1001.



6. Becker, Sascha O., and Andrea Ichino. "Estimation of average treatment effects based on propensity scores." *The Stata Journal* 2, no. 4 (2002): 358-377.
7. Calonico, Sebastian, Matias D. Cattaneo, and Rocio Titiunik. "Robust nonparametric confidence intervals for regression-discontinuity designs." *Econometrica* 82, no. 6 (2014): 2295-2326.
8. Calonico, Sebastian, Matias D. Cattaneo, and Rocio Titiunik. "Optimal data-driven regression discontinuity plots." *Journal of the American Statistical Association* 110, no. 512 (2015): 1753-1769.
9. Calonico, Sebastian, Matias D. Cattaneo, Max H. Farrell, and Rocio Titiunik. "Regression discontinuity designs using covariates." Forthcoming in: *Review of Economics and Statistics*.
10. Cavallo, Eduardo, Sebastian Galiani, Ilan Noy, and Juan Pantano. "Catastrophic natural disasters and economic growth." *Review of Economics and Statistics* 95, no. 5 (2013): 1549-1561.
11. Gelman, Andrew, and Guido Imbens. "Why high-order polynomials should not be used in regression discontinuity designs." *Journal of Business & Economic Statistics* just-accepted (2017).
12. Hahn, Jinyong, Petra Todd, and Wilbert Van der Klaauw. "Identification and estimation of treatment effects with a regression-discontinuity design." *Econometrica* 69, no. 1 (2001): 201-209.
13. Hainmueller, Jens, and Chad Hazlett. "Kernel regularized least squares: Reducing misspecification bias with a flexible and interpretable machine learning approach." *Political Analysis* 22, no. 2 (2013): 143-168.
14. Holtz-Eakin, Douglas, Whitney Newey, and Harvey S. Rosen. "Estimating vector autoregressions with panel data." *Econometrica* (1988): 1371-1395.
15. Imbens, Guido W., and Thomas Lemieux. "Regression discontinuity designs: A guide to practice." *Journal of Econometrics* 142, no. 2 (2008): 615-635.
16. Jordan, Michael I., and Tom M. Mitchell. "Machine learning: Trends, perspectives, and prospects." *Science* 349, no. 6245 (2015): 255-260.
17. Pinotti, Paolo. "The economic costs of organised crime: Evidence from Southern Italy." *The Economic Journal* 125, no. 586 (2015).
18. Restrepo, Brandon J., and Matthias Rieger. "Denmark's policy on artificial trans fat and cardiovascular disease." *American Journal of Preventive Medicine* 50, no. 1 (2016): 69-76.
19. Rosenbaum, Paul R., and Donald B. Rubin. "The central role of the propensity score in observational studies for causal effects." *Biometrika* 70, no. 1 (1983): 41-55.
20. Rubin, Donald B. "Estimating causal effects from large data sets using propensity scores." *Annals of Internal Medicine* 127, no. 8\_Part\_2 (1997): 757-763.
21. Rubin, Donald B. "Using propensity scores to help design observational studies: application to the tobacco litigation." *Health Services and Outcomes Research Methodology* 2, no. 3-4 (2001): 169-188.
22. Varian, Hal R. "Big data: New tricks for econometrics." *Journal of Economic Perspectives* 28, no. 2 (2014): 3-28.



1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students
An online reader with the selection of articles	Per student attending the course	
	∞	

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Associate Professor Jasmina Dlačić, PhD Prof. dr. sc. Borut Milfelner	
Course title	MARKETING METRICS	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

To give students the knowledge on measuring instruments, i.e. implementation of measuring methods in the analysis of data and issues in marketing

To understand marketing metrics in order to increase performance and efficiency of marketing decisions

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- critically argue the science of marketing metrics as well as develop, argue and support an opinion on scientific determination of marketing decision-making and measuring efficiency and performance of marketing activities;
- interpret and select measuring instruments of marketing for each marketing activity, as well as develop an opinion on the role and significance of marketing metrics in contemporary business;
- prepare scientific research that includes differentiating, comparing and supported opinion on implementation of different marketing metrics.

##### 1.4. Course content

1. Scientific background on marketing decision-making
2. Scientific background on measurement instrument in marketing
3. Researching characteristics of marketing metrics
4. Exploring and determining marketing metrics for:

##### 1.5. Teaching methods

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment  |
| <input checked="" type="checkbox"/> seminars and workshops  | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                      |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork                          | <input checked="" type="checkbox"/> other: consultations   |

##### 1.6. Comments



### 1.7. Student's obligations

Students are expected to prepare for class using relevant literature (critical reading and thinking) for active class participation. Emphasis is on critical reading, writing and presenting original research through critical review on selected papers and developing own research ideas.

### 1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper	1,5	Experimental work	
Written exam		Oral exam	0,5	Essay		Research	1,5
Project		Sustained knowledge check	0,5	Report		Practice	
Portfolio							

### 1.9. Assessment and evaluation of student's work during classes and on final exam

Successful completion of course is based on:

- research part 75%
- sustained knowledge check and oral exam 25%

Class activity and preparing class materials are assessed through critical reading and commenting papers from specific field, group and individual work as well as elaborating and discussing specific marketing problems. Assessing learning outcomes is also done through evaluating individual research on specific topic related to their PhD.

### 1.10. Assigned reading

1. Farris, W.P., Bendle, T.N., Pfeifer, E.P., Reibstein, J. D., *Metrike marketinga*, Mate, Zagreb, 2014.
2. Grbac, B., Marcel M., *Metrika marketinga*, Ekonomski fakultet Rijeka, Rijeka, 2010
3. Gupta, S. and Zeithaml, V., 2006. Customer metrics and their impact on financial performance. *Marketing science*, 25(6), pp.718-739.
4. Katsikeas, C.S., Morgan, N.A., Leonidou, L.C. and Hult, G.T.M., 2016. Assessing performance outcomes in marketing. *Journal of Marketing*, 80(2), pp.1-20.
5. Rust, R.T., Ambler, T., Carpenter, G.S., Kumar, V. and Srivastava, R.K., 2004. Measuring marketing productivity: Current knowledge and future directions. *Journal of marketing*, 68(4), pp.76-89.
6. Seggie, S.H., Cavusgil, E. and Phelan, S.E., 2007. Measurement of return on marketing investment: A conceptual framework and the future of marketing metrics. *Industrial Marketing Management*, 36(6), pp.834-841.
7. Srivastava, R. K., Shervani, T. A., & Fahey, L. (1998). Market-based assets and shareholder value: A framework for analysis. *The Journal of Marketing*, 62(1)2-18.

### 1.11. Optional / additional reading

1. Barwise, P., Farley J. U., Which Marketing Metrics Are Used and Where?, marketing Science Institute, working paper 03-111, series issue two 03-002, 2003.
2. Blattberg, R.C. and Deighton, J., 1996. Manage marketing by the customer equity test. *Harvard business review*, 74(4), p.136-144.
3. Clark, B.H., Abela, A.V. and Ambler, T., 2006. An information processing model of marketing performance measurement. *Journal of Marketing Theory and Practice*, 14(3), pp.191-208.
4. Clark, Bruce H., Andrew V. Abela, Tim Ambler, Return on Measurement: Relating Marketing Metrics Practices to Strategies Performance, working paper, 12 siječnja, 2004.
5. Davis. J., *Measuring Marketing: 110+ Key Metrics Every Marketer Needs*, Wiley, Toronto, 2013.
6. Farris, P.W, Bendle, N.T., Pfeifer, P.E., Reibstein, D.J.: *Marketing Metrics: The Manager's Guide to*



Measuring Marketing Performance (3rd Edition), FT press, 2015.

7. Farris, P.W, Bendle, N.T.:Marketing Metrics: 50+ Metrics Every Executive Should Master, Pearson Prentice Hall, 2006.
8. Hause, J., Gerald, K., Metrics: You are What You Measure, European Management Journal , Vol. 16, No 5, str 517.528, 1998.
9. Lehmann, D.R., Reibstein, D.J.: Marketing metrics and financial performance, Cambridge : Marketing Science Institute, 2006
10. Ling-Yee, L., 2011. Marketing metrics' usage: Its predictors and implications for customer relationship management. *Industrial Marketing Management*, 40(1), pp.139-148.
11. Mintz, O. and Currim, I.S., 2013. What drives managerial use of marketing and financial metrics and does metric use affect performance of marketing-mix activities?. *Journal of Marketing*, 77(2), pp.17-40.
12. Ofec, E., Customer Profitability and Lifetime Value, Harvard Business School Article, 9-503-019, 7. kolovoz 2002.
13. Reibstein, D., Srivastava, R., Metrics for Linking Marketing to Financial Performance, Working paper – Marketing Science Institute, 2004.
14. Sampaio, C.H., Simões, C., Perin, M.G. and Almeida, A., 2011. Marketing metrics: Insights from Brazilian managers. *Industrial Marketing Management*, 40(1), pp.8-16.
15. Venkatesan, R. and Kumar, V., 2004. A customer lifetime value framework for customer selection and resource allocation strategy. *Journal of marketing*, 68(4), pp.106-125.

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Grbac, B., Marcel M., <i>Metrika marketinga</i> , Ekonomski fakultet Rijeka, Rijeka, 2010	10	
Farris, W.P., Bendle, T.N., Pfeifer, E.P., Reibstein, J. D., <i>Metrike marketinga</i> , Mate, Zagreb, 2014.	2	
Papers are in open access mode or available upon request from course coordinators.		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Professor Mira Dimitrić, PhD Associate Professor Ivana Tomas Žiković, PhD	
Course title	ADVANCED CORPORATE FINANCE	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II. or I.	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Course objectives are:

- a) deepening theoretical and practical knowledge of financial concepts, methods and company policies
- b) acquiring new competences for scientific research in the field of corporate finance

##### 1.2. Course enrolment requirements

Required background knowledge: fundamentals of corporate finance based on corporate finance textbooks of Van Horne; Damodaran; Brealey, Myers, Marcus. Furthermore, students are expected to have basic knowledge in econometrics.

##### 1.3. Expected course learning outcomes

Upon completion of the course the student will be able to:

- Apply advanced corporate finance theoretical models;
- Apply econometric and quantitative tools in scientific research of financial topics.

##### 1.4. Course content

1. Valuation of financial and real investments.
2. Working capital management.
3. Portfolio management and risk assessment.
4. Theory and practice of optimal capital structure.
5. Dividend policy decisions.
6. Company valuation and financial aspects of mergers and acquisitions.
7. Data preparation for panel data analysis and interpreting the results on the topics of corporate finance.

##### 1.5. Teaching methods

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> lectures               | <input checked="" type="checkbox"/> individual assignment |
| <input checked="" type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network           |
| <input type="checkbox"/> exercises                         | <input type="checkbox"/> laboratories                     |
| <input type="checkbox"/> long distance education           | <input checked="" type="checkbox"/> mentorship            |
| <input type="checkbox"/> fieldwork                         | <input checked="" type="checkbox"/> other: consultations  |

##### 1.6. Comments

##### 1.7. Student's obligations

Active participation in class discussion, critical reading, conducting empirical research and presenting results.



1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar work	3,0	Experimental work	
Written exam		Oral exam	1,0	Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

Preparation and oral presentation of own empirical research related to the field researched within the doctoral dissertation.

1.10. Assigned reading

1. Booth, W.: Advance Corporate Finance, McGraw-Hill Education, 1st Edition, 2017.
2. Berk, Jonathan; DeMarzo, Peter: Corporate Finance, Pearson, 4th Edition. 2017. ISBN 9781784497866.
3. Brealey, A.R., Myers C.S., Marcus, J.A. (2020). Fundamentals of Corporate Finance. 8 ed. McGraw Hill. (chosen chapters)
4. Brigham E. and Daves, P.: Intermediate Financial Management (IFM), Thomson South-Western, 11th edition, 2013.
5. Damodaran, A., Damodaran on Valuation, 2011, Willey, ISBN: 9781118161081, 1118161084
6. Ross, S.A., Westerfield, R.W., Jaffee, J.: Corporate Finance, Mc-Graw Hill, 9th. edition, 2016. ISBN 978-0-07-733762-9.
7. Van Horne, J.C., Wachowicz, J.M. JR: Fundamentals of Financial Management, 13th Edition, Prentice Hall, (chosen chapters)

1.11. Optional / additional reading

1. Bastos, R., Pindado, J. (2013): „Trade credit during a financial crisis: A Panel data analysis“, Journal of Business Research, Vol. 66, p. 614-620.
2. Dimitrić, M., Tomas Žiković, I. & Arbula Blečić, A. (2019) Profitability determinants of hotel companies in selected Mediterranean countries. Economic Research-Ekonomska istraživanja, 32 (1), p. 1977-1993 doi:10.1080/1331677X.2019.1642785.
3. Šetić, E., Dimitrić, M. (2023): „Comparative analysis of the determinants of additional investments in long-lasting assets of companies in the manufacturing industry of Slovenia and Croatia“, Zbornik Sveučilišta u Rijeci, Vol. 11, No. 1., p. 91-111.
4. Dimitrić, M., Škalamera-Alilović, D., Spasić, S. (2017): „Financijsko vrednovanje i analiza akvizicije – primjer: Atlantic grupa d.d. i Droga Kolinska d.d.“, u Financijske na prekretnici: Imamo li snage za iskorak?, ur. Blažić, H., Dimitrić, M. Pečarić, M., Sveučilište u Rijeci, Ekonomski fakultet, Rijeka, p. 55-70.
5. Dimitrić, M., Škalamera-Alilović, D. (2016): „Ocjena indikatora reformskih zahvata zemalja Europske unije u stečajnim i ovršnim postupcima“, Aktualni problemi i izazovi razvoja financijskog sustava, urednici Alen Stojanović, Hrvoje Šimović, Sveučilište u Zagrebu, Ekonomski fakultet, Zagreb, p. 273-290.
6. Orsag, S., Kožul, A. (2012): „Firm-Level factor influence dividend policy: Cross country comparison“, International Journal of Management Cases, 14 (3), p. 107-114, UK: Darwen. (ISSN 1741-6264).
7. Martínez-Sola, C., García-Teruel, P. J., Martínez-Solano, P. (2014): „Trade Credit and SME Profitability“, Vol. 42, No. 3, p. 561-577.
8. Orsag, S.: Poslovne financije, HUF, Avantis, Zagreb, 2016.
9. Orsag, S., Mitar, J. (2014): „Application of Cost of Capital for Capital Structuring in Croatian Firms“, UTMS Journal of Economics, Vol. 5, No. 2.
10. Pindado, J., de la Torre, C., “Capital structure: new evidence from the ownership structure”, International Review of Finance, 2011, Vol. 11, No. 2, pp. 213-226.
11. Tomas Žiković, I. (2018): „Challenges in Predicting Financial Distress in Emerging Economies: The Case of Croatia“, Eastern European Economics, DOI (<https://doi.org/10.1080/00128775.2017.1387059>).





12. Gržeta, I., Žiković, S. & Tomas Žiković, I. (2023) Size matters: analyzing bank profitability and efficiency under the Basel III framework. <i>Financial innovation</i> , 9 (1), 43, 28 doi:10.1186/s40854-022-00412-y.		
1.12. <i>Number of assigned reading copies with regard to the number of students currently attending the course</i>		
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
All literature is available in the professor's office.		
1.13. <i>Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i>		
Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.		

### 3.2. Course description

Basic description		
Course coordinator	<b>Professor Goran Kutnjak, PhD</b> <b>Associate Professor Mirjana Grčić Fabić, PhD</b> <b>Assistant Professor Dejan Miljenović, PhD</b> <b>Assistant Professor Jana Katunar, PhD</b>	
Course title	<b>ENTREPRENEURSHIP</b>	
Study programme	<b>Postgraduate doctoral study in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>I. or II.</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10(5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Taking into account the economic and social dimension of entrepreneurship in today's turbulent times and oscillatory "society of change", it has been defined as "a higher level of capability to observe and participate excellent opportunity for potential business success as well as entrepreneurial determination to go into action when the entrepreneurial risk is extremely high." Entrepreneurship involves innovation, hard work, creativity, knowledge, education, planning, assessment, prediction, motivation, morale, energy, boldness. Given the complexity of the individual entities (organizations) and definitions of entrepreneurship, there is a difference in the interpretation, understanding, intensity, as well as support of the same. The society is as stable and strong as it is its entrepreneurship. In entrepreneurship and through entrepreneurship all competitiveness of one society is articulated and displayed. Therefore, it is a necessity for every society to know well all the legalities and trends of entrepreneurship, both in domestic and international terms (in the theoretical and empirical determination), in order to compress the possibilities of negative, inefficient and unprofitable management and irrational engagement of all resources. Entrepreneurship based on competence, knowledge, and socially responsible business can be a guarantee of economic and social prosperity and development. Therefore, the aim of this course is to provide students with economic



knowledge at the highest level in the field of entrepreneurship, suggesting the ubiquitous pros and cons of entrepreneurship, and factors that predispose the development of entrepreneurship and the social development perspective.

*1.2. Course enrolment requirements*

*1.3. Expected course learning outcomes*

After successfully mastering this course students will be able to:

- identify, critically evaluate and integrate theoretical approaches in understanding entrepreneurship as a complex phenomenon which consolidates the concept of individual action, opportunities, ways of organizing entrepreneurial activity and the environment,
- evaluate the competitiveness of entrepreneurial activity and market competition,
- create approaches to entrepreneurship that are based on; knowledge of the diverse external and internal business environment, different forms of business organization, analysis of management referring to the economizing workflow, different approaches to the theory of cost management, the cognition aspects of the legal/market conditions regarding "shutdown" enterprises (bankruptcy, liquidation processes) and estimations of the current company value,
- compare and evaluate different quantitative models that anticipate relevant theoretical approaches to entrepreneurship

*1.4. Course content*

1. The nature and importance of entrepreneurship;
2. Theoretical approaches and perspectives of entrepreneurship research;
3. Entrepreneurial orientation and conditions of entrepreneurial activity;
4. Entrepreneurship and economic growth;
5. The competitiveness of the national economy and its enterprises;
6. Impact of economic, social and institutional context on entrepreneurial processes;
7. Corporate entrepreneurship;
8. Financing and the sources of financing SMEs;
9. Entrepreneurship and Corporate Social Responsibility;
10. International entrepreneurship and international positioning;
11. The role of the EU in the development of SMEs;
12. Business ethics in entrepreneurship and international business;
13. Social entrepreneurship;
14. Business Model Innovation.

*1.5. Teaching methods*

- lectures
- seminars and workshops
- exercises
- long distance education
- fieldwork

- individual assignment
- multimedia and network
- laboratories
- mentorship
- other: \_\_\_\_\_

*1.6. Comments*

*1.7. Student's obligations*

Students are expected to participate actively in teaching and articulate their own scientific interest defined in the field of research of the doctoral dissertation through all the above-mentioned selected forms of teaching methods. The student should approach the course starting from his own research topic, so that he critically examines subject matter, and tries to integrate and consume parts of it most closely associated with his dissertation. The emphasis is on critical reading, writing and presenting original research, for example by writing professional reviews of the latest research papers and developing their own research ideas, as well as improving, discussing and presenting them. Also, students should use scientific research methodology in the



preparation of seminar paper and individual assignments, which will enable the implementation of independent research activity for the purpose of writing articles or part of the dissertation.

### 1.8. Evaluation of student's work

Course attendance		Activity/Participation	0,5	Seminar paper	2	Experimental work	
Written exam		Oral exam		Essay		Research	1,5
Project		Sustained knowledge check		Report		Practice	
Portfolio							

### 1.9. Assessment and evaluation of student's work during classes and on final exam

Evaluation of the learning outcomes is based on the results of independent research of the student in the field of his own research interest ie doctoral dissertation, which he strives to integrate into the above-mentioned forms of assessment and evaluation of student's work. Critical reading and commenting on the latest scientific literature in the area of interest, and writing in the form of review of relevant literature and scientific articles, particularly is apparent in evaluating active participation in teaching, seminar paper and research projects.

#### 1.10. Assigned reading

- Müller, S., Korsgaard, S. (2018), Resources and bridging: the role of spatial context in rural entrepreneurship, *Entrepreneurship & Regional Development, An International Journal*, 30 (1-2), p. 224-255.
- Fernández-Serrano, J., Berbegal, V., Velasco, F., Expósito, A. (2018), Efficient entrepreneurial culture: a cross-country analysis of developed countries, *International Entrepreneurship and Management Journal*, 14 (1), p. 105–127.
- Ferreira, J.J., Fayolle, A., Fernandes, C., Raposo, M. (2017), Effects of Schumpeterian and Kirznerian entrepreneurship on economic growth: panel data evidence, *Entrepreneurship & Regional Development, An International Journal*, 29 (1-2), p. 27-50.
- Su, J., Zhai, Q., Karlsson, T. (2017), Beyond Red Tape and Fools: Institutional Theory in Entrepreneurship Research, 1992–2014, *Entrepreneurship Theory and Practice*, 41 (4), p. 505-531.
- Welter, C., Mauer, R., Wuebker, R.J. (2016), Bridging Behavioral Models and Theoretical Concepts: Effectuation and Bricolage in the Opportunity Creation Framework, *Strategic Entrepreneurship Journal*, 10 (1), p. 5–20.
- Pryor, C., Webb, J.W., Ireland, R.D., Ketchen D.J. (2016), Toward an Integration of the Biheavioral and Cognitive Influences on the Entrepreneurship Process, *Strategic Entrepreneurship Journal*, 10 (1), p. 21–42.
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1.11. <i>Optional / additional reading</i>		
1.12. <i>Number of assigned reading copies with regard to the number of students currently attending the course</i>		
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Most materials are available in open access or directly from the professor		
1.13. <i>Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i>		
Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.		

### 3.2. Course description

Basic description		
Course coordinator	Full Professor Helena Blažić Pečarić, PhD Full Professor Saša Drezgić, PhD Associate Professor Maja Grdinić, PhD Ivica Urban, PhD, senior scientific collaborator	
Course title	TAX POLICY	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (3+0+7)

1. COURSE DESCRIPTION
1.1. <i>Course objectives</i>
To upgrade students' knowledge on tax, above all in terms of theory and methodology. The emphasis will be put on the research of different impact of taxation policy.
1.2. <i>Course enrolment requirements</i>
1.3. <i>Expected course learning outcomes</i>
After successfully completing this course doctoral students will be able to: <ul style="list-style-type: none"> <li>- Explain advanced tax system and policy elements</li> <li>- Analyze and comment (written and oral) contemporary tax policy that functions in dynamic and turbulent environment of global economic-financial processes</li> <li>- Compare and critically assess tax policy of different national economies and subnational levels</li> <li>- Analyze, research and assess possible effects of different tax policy elements</li> </ul>



- Create possible tax policy changes and communicate the ideas in a written and oral way

#### 1.4. Course content

The program contains the following thematic units:

1. Alternative indicators of tax burdens
2. Taxation and efficiency
3. Taxation and distribution of income
4. Taxation and supply and demand of labour
5. The effects of capital taxation
6. The effects of consumption taxation
7. Costs of taxation and their measurement
8. Tax harmonization, coordination and competition
9. Trends in tax policy and international taxation

#### 1.5. Teaching methods

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment  |
| <input checked="" type="checkbox"/> seminars and workshops  | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                      |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork                          | <input checked="" type="checkbox"/> other: consultations   |

#### 1.6. Comments

#### 1.7. Student's obligations

Similar as for other elective courses the student's obligations will be related to its thesis as much as possible (directly or indirectly being related to other obligations of the study programme that are, again, directed to the thesis). Students are expected to be prepared for the active participation in the classroom (seminars) by reading the relevant literature (critical reading). Based on its own interest (thesis) as well as the study year in which students takes this course (1<sup>st</sup> – meaning that student will write the thesis about tax policy or 2<sup>nd</sup>) student makes his seminar paper – future paper to be published or part of his future thesis. So, the student includes its own research topic (thesis topics) in this course content, picking up those parts of the course that are mostly related to its thesis.

#### 1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam	1	Essay	1	Research	1
Project		Sustained knowledge check		Report		Practice	
Portfolio							

#### 1.9. Assessment and evaluation of student's work during classes and on final exam

The course will be organized under the terms set forth by the doctoral study program. The students will carry out their research by means of a seminar paper, which will be the future paper to be published or the part of future dissertation. Students are expected to turn in essays on individual topics and/or take part in the discussions as part of critical reading. This is followed by oral exam, that is, again, in function of future dissertation.

#### 1.10. Assigned reading

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#### 1.11. Optional / additional reading

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9. Barbu L, Mihaiu DM, Șerban R-A, Opreana A. (2022): Knowledge Mapping of Optimal Taxation Studies: A Bibliometric Analysis and Network Visualization. *Sustainability*. 2022; 14(2):1043. <https://doi.org/10.3390/su14021043>
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[http://ec.europa.eu/taxation\\_customs/sites/taxation/files/resources/documents/common/publications/studies/effective\\_tax\\_rates.pdf](http://ec.europa.eu/taxation_customs/sites/taxation/files/resources/documents/common/publications/studies/effective_tax_rates.pdf)

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5. [www.ifs.org.uk](http://www.ifs.org.uk)

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
All material on-line or available from the professor		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Professor Davor Vašiček, PhD Assistant professor Josip Čičak, Phd	
Course title	<b>BUSINESS COMBINATIONS AND INTERNATIONAL ACCOUNTING</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>II or I</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5 +0 +5)

1. COURSE DESCRIPTION		
<i>1.1. Course objectives</i>		
<p>The students will be introduced with business, financial and especially accounting issues related to mergers and acquisitions of companies, including all forms of takeovers, complete takeover, taking over control packages, thus creating the business combinations. Furthermore, there will be introduced to the international business accounting field of research, especially on the issues of complex business arrangements with several functional currencies. Special field of international accounting is effects of changes in foreign exchange rates and hedging.</p>		
<i>1.2. Course enrolment requirements</i>		
<i>1.3. Expected course learning outcomes</i>		
<p>After successfully completing this course doctoral students will be qualified:</p> <ul style="list-style-type: none"> <li>- Explain the accounting of business combinations</li> <li>- Critically analyze the specifics of relationships within the business combination under different regulations and with different functional currencies.</li> <li>- Draw up financial statements group the highest levels of complexity</li> <li>- Interpret financial reports containing information about acquisitions, transactions in different currencies, hedge and other information that the specifics of business combination and international exchange means.</li> </ul>		
<i>1.4. Course content</i>		
<p><i>I. Fair value accounting: concepts, reasons, criticisms</i></p> <ol style="list-style-type: none"> <li>1. Business combinations</li> <li>2. Accounting for investments in joint arrangements</li> <li>3. Consolidated financial statements</li> <li>4. Intercompany transactions</li> </ol> <p><i>II. Foreign exchange and translation</i></p> <ol style="list-style-type: none"> <li>5. Accounting of the effects of changes in foreign exchange rates</li> <li>6. Managing foreign exchange risk</li> <li>7. Hedging</li> <li>8. Reporting foreign currency transactions in the functional currency and use of presentation currency other than functional currency.</li> </ol>		
<i>1.5. Teaching methods</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network



		<input type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork		<input type="checkbox"/> tutorials <input type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations <input checked="" type="checkbox"/> other: multimedia and the Internet			
1.6. Comments							
1.7. Student's obligations							
Class attendance and participation in discussions.							
1.8. Evaluation of student's work							
Course attendance		Activity/Participation		Seminar paper	2	Experimental work	
Written exam		Oral exam	1	Essay		Research	1
Project		Sustained knowledge check		Report		Practice	
Portfolio							
1.9. Assessment and evaluation of student's work during classes and on final exam							
The exam is a oral discussion based on the results achieved during the course. During the course, students' work is evaluated and evaluated based on the quality of the seminar work and presentation of the results of the thematic research in the context and in the function of dissertation.							
1.10. Assigned reading							
8. Financial reporting developments :A comprehensive guide Business combinations, 2023., On line: <a href="https://www.ey.com/en_us/assurance/accountinglink/financial-reporting-developments---business-combinations">https://www.ey.com/en_us/assurance/accountinglink/financial-reporting-developments---business-combinations</a> 9. IFAC: IFRS Standards—Required 1 January 2022. 10. Pervan I., Računovodstvo poslovnih spajanja, RRiF Plus, Zagreb, 2012. 11. Orsag, S. i Mihalina, E. Poslovne kombinacije i financijska analiza, 2023., Poslovne kombinacije, Zagreb 12. PwC: Business combinations and noncontrolling interests <a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwiOu5bvjZeEAxW0RvEDHfbtDpoQFnoECBgQAQ&amp;url=https%3A%2F%2Fviewpoint.pwc.com%2Fcontent%2Fdam%2Fpwc-madison%2Fditaroot%2Fus%2Fen%2Fpwc%2Faccounting_guides%2Fbusiness_combination%2Fasset%2Fpwcbuscombguide0923.pdf&amp;usg=AOvVaw0MG-UhSylksMwh9Fv5a7IO&amp;opi=89978449">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwiOu5bvjZeEAxW0RvEDHfbtDpoQFnoECBgQAQ&amp;url=https%3A%2F%2Fviewpoint.pwc.com%2Fcontent%2Fdam%2Fpwc-madison%2Fditaroot%2Fus%2Fen%2Fpwc%2Faccounting_guides%2Fbusiness_combination%2Fasset%2Fpwcbuscombguide0923.pdf&amp;usg=AOvVaw0MG-UhSylksMwh9Fv5a7IO&amp;opi=89978449</a> 13. Harrison, Horngren & Thomas, Financial Accounting, Pearson, 2015. 14. Hrvatski računovodstveni sustav HSFI, MRS, MSFI i Tumačenje, RRIF plus, Zagreb, 2023.							
1.11. Optional / additional reading							
4. Vidučić Lj., Pepur S., Šimić Šarić M., Financijski menadžment, IX izdanje, 2015. 5. Vukšić, Z. : Porezno i računovodstveno motrište prijenosa poslovanja, <a href="http://www.ijf.hr/upload/files/file/PV/2016/6/vuksic.pdf">http://www.ijf.hr/upload/files/file/PV/2016/6/vuksic.pdf</a> 6. Deloitte: A Roadmap to Accounting for Business Combinations and Related Topics, on line: <a href="https://dart.deloitte.com/USDART/home/publications/roadmap/business-combinations">https://dart.deloitte.com/USDART/home/publications/roadmap/business-combinations</a>							
1.12. Number of assigned reading copies with regard to the number of students currently attending the course							
Title				Number of copies		Number of students	
Most of literature can be obtained in open access or directly from the professor							



**1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences***

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Full Professor Alen Host, PhD Associate Professor Igor Cvečić, PhD	
Course title	REGIONAL VS. GLOBAL TRADE POLICY	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	I. or II.	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

Introduce students with the basic assumptions of the international trade system and the methods of researching international trade flows as a consequence of implementing regional and global trade agreements.

##### 1.2. Course enrolment requirements

General Terms and Conditions of the Program.

##### 1.3. Expected course learning outcomes

After completion of lectures at the Regional vs. Global trade policy course, students will be able to:

- analyze and critically discuss about national trade policies, regional integration agreements and the global trading system
- distinguish the most important trading concepts within the framework of specific geographical determinants
- conduct empirical research by using advanced statistical analysis methods in the field of international trade and scientific interpret research results
- evaluate and critically analyze the advantages and limitations of the multilateral trading system in decision making process
- critically analyze current trends in global trade and their impact on trade liberalization
- evaluate and scientifically interpret the effects of the global economic crisis on global trading system and regional integration agreements

##### 1.4. Course content

The program contains the following thematic units:

###### 1. Theoretical framework

- 1.1. Regionalism and trade blocks
- 1.2. Trade policies
- 1.3. Geography of international trade

###### 2. Trade policy on different geographical levels; applied analysis, scientific articles: case studies

- 2.1. Multilateral trade policies
- 2.2. Regionalism and EU trade policy
- 2.3. Regionalism and trade policy of selected integrations
- 2.4. Cooperation of the EU and selected integrations in trade negotiations

###### 3. Trade flows between the EU and selected integrations; applied analysis, data gathering and statistical



analysis using statistical software (R i Stata)

3.1. Trade between the EU and selected integrations

3.2. Trade policy in relation to trade flows between the EU and selected integrations

3.3. From national to regional trade policy – Croatia's example

3.4. Main trade barriers in the trading between the EU and selected integrations

1.5. Teaching methods

lectures

seminars and workshops

exercises

long distance education

fieldwork

individual assignment

multimedia and network

laboratories

mentorship

other: critical review

1.6. Comments

1.7. Student's obligations

Students are expected to be prepared for every class/seminar class/exercises, so that they can actively participate in each of aforementioned activities. Focus of the course will be on critical reading, writing and presentation of original research, as well as on building student's independency in research process – from formulation of research questions via finding relevant data, selection of appropriate methodology and finally, analysis of the research results. Course syllabus should be as an integral part of PhD thesis, which will serve as a basis upon which the student will build own scientific contribution.

1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper	1.5	Experimental work	
Written exam		Oral exam	0.5	Essay (critical review)	0.5	Research	1.5
Project		Sustained knowledge check		Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

Oral exam (25%) of the grade and preparation and presentation of research (critical review) (75% of the grade)

1.10. Assigned reading

- Baldwin, Richard. 2016. "The World Trade Organization and the Future of Multilateralism", *Journal of Economic Perspectives*, vol. 30, no. 1, pp. 95-116.
- Antimiani, A., Salvatici, L. (2015) "Regionalism versus Multilateralism: The case of the European Union Trade Policy", *Journal of World Trade*, vol. 49, no. 2, pp. 253-276.
- Kandogan, Y. (2008) "Regionalism versus Multilateralism: Evidence for the Natural Trade Partners Theory from the Euro-Mediterranean Region?", *Journal of Economic Integration*, vol. 23, no. 1, pp. 138-160.
- Baldwin, R., Wyplosz, C. (2022) *The Economics of European Integration*, McGraw- Hill Higher Education
- Pelkmans, J. (2006) *European Integration: Methods and Economic Analysis*, Pearson Education
- Teaching materials, 2016/2017

1.11. Optional / additional reading

- Kandžija, V., Cvečić, I., 2010, *Ekonomika i politika EU (Economics and Politics of the EU)*, Faculty of Economics of the University of Rijeka, Rijeka
- Appleyard, D., Field, JR. A., Cobb, Steven L. 2010, *International Economics*, 7<sup>th</sup> Edition, McGraw – Hill International Edition
- McDonald, F., Dearden, S. (2005) *European Economic Integration*, Pearson Education
- Longo, M. (2003) "European integration: Between Micro-Regionalism and Globalism", *Journal of Common Market Studies*, vol. 41, no. 3, pp. 475-494.





5. Various internet sources and articles

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Most of the literature is open source or is available directly from course professors		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Full Professor Ivana First Komen, PhD Full Professor Maja Konečnik Ruzzier, PhD	
Course title	STRATEGIC MARKETING	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	I or II	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (2+0+8)

1. COURSE DESCRIPTION		
1.1. Course objectives		
Engage students in critical thinking about contemporary strategic marketing concepts, models and theories and in creation of new ones.		
1.2. Course enrolment requirements		
1.3. Expected course learning outcomes		
After successfully completing this course doctoral students will be able to: <ul style="list-style-type: none"> <li>- Critically evaluate theoretical frameworks in strategic marketing.</li> <li>- Define unexplored, yet relevant marketing phenomena and defend opinion regarding their relevance.</li> <li>- Create new models in the field of strategic marketing, and self-evaluate their scientific contribution.</li> </ul>		
1.4. Course content		
The program contains the following thematic units: <ul style="list-style-type: none"> <li>• The concept of marketing and socially responsible marketing</li> <li>• Creating strong brands</li> <li>• Co-creation of value and collaborative consumption</li> <li>• Marketing of small and infant entrepreneurs</li> <li>• Digital disruptor in marketing</li> </ul>		
1.5. Teaching methods	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
1.6. Comments		
1.7. Student's obligations		
Students are obliged to: critically read required readings, attend the classes and discuss required readings, prepare critical review and presentation of a given article, prepare a research proposal		
1.8. Evaluation of student's work		



Course attendance		Activity/Participation	0,3	Seminar paper	1,2	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project		Sustained knowledge check		Report	0,5	Practice	

*1.9. Assessment and evaluation of student's work during classes and on final exam*

- Critical review of scientific article,
- Proposal of a scientific research,
- Class discussion.

*1.10. Assigned reading*

1. Belk, Russell (2014), You are what you can access: Sharing and collaborative consumption online, *Journal of Business Research*, 67(8), 1595-1600.
2. Black, I. & Veloutsou, C. (2017), Working consumers: co-creation of brand identity, consumer identity and brand community identity, *Journal of Business Research*, 70, 416-429.
3. Blut, M., Wang, C., Wunderlich, N. V., & Brock, C. (2021), Understanding anthropomorphism in service provision: a meta-analysis of physical robots, chatbots, and other AI, *Journal of the Academy of Marketing Science*, 49:632–658
4. Borah, A., Bonetti, F., Calma, A., and Martí-Parreño, J. (2023), The Journal of the Academy of Marketing Science at 50: A historical analysis, *Journal of the Academy of Marketing Science*, 51:222–243.
5. Das, G., Jain, P.S., Maheswaran, D., Slotegraaf, R.J., & Srinivasan, R. (2021), Pandemics and marketing: insights, impacts, and research opportunities, *Journal of the Academy of Marketing Science*, 49:835–854.
6. Dolbec, P-Y., Arsel, Z., & Aboelenien, A. (2022), A Practice Perspective on Market Evolution: How Craft and Commercial Coffee Firms Expand Practices and Develop Markets, *Journal of Marketing*, 86(6) 50-69.
7. First, Ivana; Sinha Khatriwal, Deepali (2010), Exploring the Relationship Between Environmental Orientation and Brand Value: Is There Fire or Only Smoke?, *Business Strategy and the Environment*, 19 (2); pp. 90-103.
8. Fournier, Susan; Alvarez, Claudio (2013), Relating badly to brands, *Journal of Consumer Psychology*, 23(2), 253-264.
9. Fürst, A., Gabrielsson, M., Gabrielsson, P., & Prigge, J-K. (2023), The role of marketing in new ventures: How marketing activities should be organized in firms' infancy, *Journal of the Academy of Marketing Science*, 51:966–989.
10. Gielens, K. & Steenkamp, J.B.E.M. (2019), Branding in the era of digital (dis)intermediation. *International Journal of Research in Marketing*, 36(3), 367-384.
11. Grgurić Čop, N., Culiberg, B., First Komen, I. (2024), Exploring social media influencers' moral dilemmas through role theory, *Journal of Marketing Management*, 40 (1-2), 1-22.
12. Hollebeek, L.D., Glynn, M.S. & Brodie, R.J. (2014), Consumer Brand Engagement in Social Media: Conceptualization, Scale Development and Validation, *Journal of Interactive Marketing*, 28(2), 149-165.
13. Huang, Y., Zhang, X., & Zhu, H. (2022), How do customers engage in social media-based brand communities: The moderator role of the brand's country of origin? *Journal of Retailing and*



Consumer Services, 68, 103079.

14. Hughes, C., Swaminathan, W. & Brooks, G. (2019), Driving brand engagement through online social influencers: An empirical investigation of sponsored blogging campaigns. *Journal of Marketing*, 83(5), 78-96.
15. Kumar, Amit; Gilovich, Thomas (2015), Some "Thing" to Talk About? Differential Story Utility from Experiential and Material Purchases, *Personality and Social Psychology Bulletin*, 41(10), 1320-1331.
16. Kumar, V.; Jones, Eli; Venkatesan, Rajkumar; et al. (2011), Is Market Orientation a Source of Sustainable Competitive Advantage or Simply the Cost of Competing?, *Journal of Marketing*, 75(1), 16-30.
17. Merz, Michael A, Zarantonello, Lia; Grappi, Silvia. (2018). How valuable are your customers in the brand value co-creation process? The development of a Customer Co-Creation Value (CCCV) scale, *Journal of Business Research*, 82 (Jan), 79-89.
18. Morhart, F.M., Herzog, W. & Tomczak, T. (2009), Brand-specific leadership: turning employees into brand champions. *Journal of Marketing*, 73(5), 122-142.
19. Pansari, Anita; Kumar, V., (2017), Customer engagement: the construct, antecedents, and consequences, *Journal of The Academy of Marketing Science*, 45(3), 294-311
20. Papadas, Karolos-Konstantinos; Avlonitis, George J.; Carrigan, Marylyn (2017), Green marketing orientation: Conceptualization, scale development and validation, *Journal of Business Research*, 80, 236-246.
22. Santini, F.O., Ladeira, W.J., Pinto, D.C., Herter, M.M. & Sampaio, C.H., & Babin, B.J. (2020), Customer engagement in social media: a framework and meta-analysis, *Journal of the Academy of Marketing Science*, 48:1211–1228.
23. Terglav, K., Konecnik Ruzzier, M., Kaše, R. (2016), Internal branding process: exploring the role of mediators in top management's leadership-commitment relationship. *International Journal of Hospitality Management*, 54: 1-11.
24. Varadarajan, P. Rajan (2010), "Strategic Marketing and Marketing Strategy: Domain, Definition, Fundamental Issues and Foundational Premises," *Journal of the Academy of Marketing Science*, 38 (April), 119-140.
25. Vargo, Stephen L. and Robert F. Lusch (2008), "Service-Dominant Logic: Continuing the Evolution," *Journal of the Academy of Marketing Science*, 36 (March), 1-10.
26. Verhoef, P. C., & Leeflang, P. S. H. (2009), Understanding the Marketing Department's Influence Within the Firm. *Journal of Marketing*, 73(2 (March), 14–37.
27. Wang, X.S., Bendle, N., & Pan, Y. (2024, early view), Beyond text: Marketing strategy in a world turned upside down, *Journal of the Academy of Marketing Science*.

1.11. *Optional / additional reading*

1. Aaker, J.L. (1997), Dimensions of brand personality. *Journal of Marketing Research*, 34(August), 347-56.
2. Hair et al. (2011), *Essentials of Business Research Methods 2ed.* M.E. Sharpe
3. Keller Kevin Lane (1993), Conceptualizing, measuring, and managing customer-based brand equity. *Journal of Marketing*, 57(January), 1-22.



4. Kotler, Ph, Keller, KL, Martinović, M: Upravljanje marketingom, 14 izdanje, Mate, Zagreb, 2014.
5. Kozinets, Robert V., Andrea Hemetsberger, and Hope J. Schau (2008), "The Wisdom of Consumer Crowds: Collective Innovation in the Age of Networked Marketing," Journal of Macromarketing, 28 (4), 339-354.
6. Menon, A; Menon, A (1997), Enviropreneurial marketing strategy: The emergence of corporate environmentalism as market strategy, Journal of Marketing, 61(1), 51-67.
7. M'zungu, Simon; Merrilees, Bill; Miller, Dale (2017), Strategic hybrid orientation between market orientation and brand orientation: guiding principles, Journal of Strategic Marketing, 25(4), 275-288.
8. Rust, Roland T., Katherine N. Lemon, and Valarie A. Zeithaml (2004), Return on Marketing: Using Customer Equity to Focus Marketing Strategy, Journal of Marketing, 68 (January), 109-127.
9. Vargo, Stephen L. and Robert F. Lusch (2004), "Evolving to a New Dominant Logic for Marketing," Journal of Marketing, 68 (January), 1-17.

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
All scientific articles are available through subscription databases		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Prof. dr. sc. Lara Jelenc Prof. dr. sc. Paul Swiercz	
Course title	SELECTED TOPICS IN STRATEGIC MANAGEMENT	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II. or I. If students choose to write PhD in the field of Strategic Management	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (2+0+8)

1. COURSE DESCRIPTION		
1.1. Course objectives		
Objective is to familiarize students with directions of strategic management development and analyse methodological and scientific components of published scientific article in the field of strategic management. Additionally, the objective is to recognize and discuss the main idea of the scientific article. Following that, the student idea should be developed in the form of scientific article.		
1.2. Course enrolment requirements		
1.3. Expected course learning outcomes		
After successfully completing this course doctoral students will be able to:		
<ul style="list-style-type: none"> <li>- Critically evaluate contribution of specific directions of strategic management</li> <li>- Evaluate application of methodological instruments in the articles.</li> <li>- Write design for a scientific article in the field of strategic management</li> </ul>		
1.4. Course content		
<ol style="list-style-type: none"> <li>1. Schools of strategic management and strategic thinking</li> <li>2. Classic view of strategy (I/O – Industrial Organization) + (Transaction-cost economies approach - TCE)</li> <li>3. Resource-based view</li> <li>4. Competitive advantages and dynamic capabilities of the company</li> </ol>		
1.5. Teaching methods	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input type="checkbox"/> other: consultations
1.6. Comments		
1.7. Student's obligations		
Class attendance. Each class is dedicated to discussions of articles and materials needed to understand the topic. Each student will get one article to analyse in writing. In addition, he or she is expected to participate in discussing other articles orally. Upon completing half of the course, the student is expected to prepare a synopsis of his research in the field of strategic management of his or her choice and will have to turn in the paper by the end of semester. The paper should have a well-developed idea, hypothesis, and structure and should be based on the methodology used in scientific research.		



### 1.8. Evaluation of student's work

Course attendance		Activity/Participation	1	Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	2
Project		Sustained knowledge check		Report		Practice	
Portfolio							

### 1.9. Assessment and evaluation of student's work during classes and on final exam

Seminar work includes written analysis for each session. The research work includes submission of a synopsis and the final paper. Both elements are needed in order to successfully finish the course.

### 1.10. Assigned reading

- Eisenhardt, K., Martin, J. (2000) Dynamic capabilities: what are they? *Strategic Management Journal*, 21 (10-11):1105-1121
- Meyer-Doyle, Lee, Helfat (2008). *Disentangling the Microfoundations of Dynamic Capabilities: Evidence from Acquisitions*, Academy of management, Chicago
- Prange, Bruyaka, Li, (2018) *Measuring Dynamic Capabilities: A Construct-Level Analysis of Empirical Studies*, Academy of Management, Chicago
- Schilke, O., Songcui, H., and Helfat, C. E. 2017. Quo vadis, dynamic capabilities? A content-analytic review of the current state of knowledge and recommendations for future research.
- Academy of Management Annals*, 11.
- Teece, DJ, Pisano, G. (1995). The dynamic capabilities of firms: an introduction. *Industrial and Corporate Change*, 3: 547-556
- Teece, DJ, Pisano G., Schuen, A. (1997). Dynamic capabilities and strategic management, *Strategic Management Journal*, 18 (7): 509-533
- Teece, DJ (2007) Explicating dynamic capabilities; the nature ad microfoundations of (sustainable) enterprise performance, *Strategic Management Journal*, 28 (13): 1319-1350
- Wilden, R., Devinney, T. M., and Dowling, G. R. 2016. The architecture of dynamic capability re-search identifying the building blocks of a configurational approach. *Academy of Management Annals* , 10(1): 997–1076.
- Makadok R, Burton R, Barney J. A practical guide for making theory contributions in strategic management. *Strat Mgmt J.* 2018;39:1530–1545. <https://doi.org/10.1002/smj.2789>
- Dynamic capabilities and innovation ambidexterity: The roles of intellectual capital and innovation orientation, M Farzaneh, R Wilden, L Afshari, G Mehralian - *Journal of Business Research*, 2022
- Henderson Bruce, Henderson, B.: *The Origin of Strategy*, Harvard Business Review, November-December, 1989
- Cummings, S.: *Brief Case: The First Strategists*, Oxford, Long Range Planning, Vol.26, No.3, 1993
- Vrdoljak Raguž, Ivona; Jelenc, Lara; Podrug, Najla. *Izvori konkurentske prednosti u XXI. stoljeću* . Dubrovnik : Sveučilište u Dubrovniku, 2013 (some chapters)
- Pfeffer, C.K., Hamel, G. 1994 *Strategy as a field of study, why search for a new paradigm?* *Strategic Management Journal*, 15 (summer), 5-16
- Boyd, B.K., Gove, S. & Hitt, M.A. 2005 *Construct measurement in strategic management research: Illusion or reality?* *Strategic Management Journal.* 26: 239-257.
- Misangyi, V.F., Elms, H., Greckhamer, T., & Lepine, J. 2006: *A new perspective on a fundamental debate: a multilevel approach to industry, corporate, and business unit effects*, *Strategic Management Journal*, 27, 571-590.
- Helfat, C. E. and Peteraf, M. A. (2015), *Managerial cognitive capabilities and the microfoundations of dynamic capabilities*. *Strat. Mgmt. J.*, 36: 831–850. doi:10.1002/smj.2247
- Barney, J. 1991. *Firm resources and sustained competitive advantage*. *Journal of Management.* 99-120.
- Peteraf, M.A. 1993. *The cornerstones of competitive advantage: A resource-based view*. *Strategic*



Management Journal. 179-192.

21. Priem, R. & Butler, J. 2001. Is the resource-based view a useful perspective for strategic management research? Academy of Management Review. 22-40.
22. Hambrick, D. Mason, P. (1984) Upper echelons: the organization as a reflection of its top managers. Academy of Management Review, 9, 193-206
23. Rumelt, R. P. 1982. Diversification strategy and profitability. Strategic Management Journal. 359-369.
24. Alvarez, S. A., Audretsch, D., and Link, A. N. (2016) Advancing Our Understanding of Theory in Entrepreneurship. Strat. Entrepreneurship J., 10: 3–4. doi: 10.1002/sej.1216.

*1.11. Optional / additional reading*

Depending on the student's interests, the course professor will recommend a choice of additional readings in the field of strategic management.

1. Vrdoljak Raguž, Ivona: Podrug, Najla: Jelenc, Lara (ur.). Neostrategic Management An International Perspective on Trends and Challenges, Heidelberg: Springer, 2016
2. Eden C., Ackermann F.: Making Strategy: The Journey of Strategic Management, SAGE Publications Ltd. London 2004.
3. McKiernan P.: Historical Evolution of Strategic Management, vol. 1 and vol. 2, DARTMOUTH Publishing Co Ltd. England, 1996.
4. Mintzberg H., Lampel J, Quinn J. Ghoshal S.: The Strategy Process, Pearson Higher Education, Arlow, UK, 2002.
5. Thompson, A.; Strickland, A: Strategic Management: Concepts and Cases, McGraw – Hill, New York, USA, 2003.
6. Mencer, I. Strateški menadžment, TEB, Zagreb, 2012

*1.12. Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Materials are available for free on-line access or directly from professor.		

*1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.





### 3.2. Course description

Basic description		
Course coordinator	Associate Professor Bojana Olgic Draženović, PhD	
Course title	CONTEMPORARY FINANCIAL MARKETS AND INSTITUTIONS	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The objective of the course is to introduce students with the significance and role of financial markets and institutions in modern economic systems. Students will be able to understand and criticize specific problems and trends in contemporary financial markets, as well as research on particular aspects of the development of financial markets and institutions in the light of international integration, internationalization and conglomerisation processes.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course, the students will be able to:

- Identify and apply key concepts of the development of modern financial markets and institutions and use economic instruments to analyze and understand the effects, scope and limitations of particular types of financial markets and institutional investors in the conditions of internationalization and conglomerisation of financial systems;
- Argue and defend their views on the causes, consequences and ways of addressing imbalances in modern financial systems;
- Evaluate the determinants of the development of contemporary financial markets and institutions;
- Assess the impact of economic policy measures on the development of financial markets and institutions;
- Develop a high level of economic intuition and skills for critical thinking to address the complex problems of modern financial markets and institutions and taking over social and personal responsibility through the assumption of their integrity and personal responsibility in their professional development.

##### 1.4. Course content

1. The program contains the following thematic units:
2. Concept, function and types of financial markets (primary, secondary, tertiary, quaternary markets).
3. Money market: short-term securities market, short-term loan market, inter-banking money market.
4. Capital market: bond market, stock market, long-term loan market, and other long-term securities



market.

5. Derivatives market: options, futures, swaps markets.
6. National financial markets: money market and capital market in developed countries (USA, Great Britain, Germany, Japan...), money market and capital market in transition countries, money market and capital market in the Republic of Croatia. Financial markets in EMU countries (EU11, EU15, EU25).
7. Currency markets: functions and operations on currency markets.
8. Exchanges: basic types, commodities, currency, securities and services exchanges, public and private exchanges. Investment risks on financial markets.
9. International financial market: international money market, international capital market. Eurocurrency, Eurodeposits and Eurobank markets.
10. International capital market: Eurostock, Eurobond, Euroloan, Eurocredit markets, foreign bond market, international currency market, efficiency of securities market, the processes of globalization, deregulation and securitization, financial innovations
11. Financial institutions: depository and non-depository financial institutions.
12. Depository financial institutions: banks, savings banks, S&Ls.
13. Non-depository financial institutions: investments funds (open, closed and privatization), pension funds, insurance companies and other financial institutions. Coupon privatization in transitional countries and the Republic of Croatia and its impact on the development of financial markets
14. Financial instruments: short-term securities, long-term securities, and derivative financial instruments.

<i>1.5. Teaching methods</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
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*1.6. Comments*

*1.7. Student's obligations*

Students' obligation is to conduct research on a selected topic of research addressing research question related to the topic of their scientific interest, i.e. doctoral dissertation and present the results in written and oral form. Based on the presentation of the latest and most influenced articles, students will develop their research ideas and further improve them through the presentation and discussion in the seminar classes. Students are expected to prepare a comprehensive preparation through a critical reading of the relevant literature and the quality interpretation and presentation of the results of the research. For preparation of written part of the exam (seminars paper) students should link the results of research with the theoretical background. During their research, students are expected to develop scientific interests and get acquainted with research methodology. Finally, the students' research is expected to be published and embedded into their dissertation.

*1.8. Evaluation of student's work*

Course attendance		Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam	1	Essay		Research	2
Project		Sustained knowledge check		Report		Practice	
Portfolio							

*1.9. Assessment and evaluation of student's work during classes and on final exam*

Monitoring the students' work starts with the independent study of students related to the chosen topic of the doctoral dissertation. The research should include an overview of the previous research and the



selection of the method by which the data collected will be quantitatively processed so that the students will provide a basis for the preparation of the seminar work and the subsequent presentation within the course. The discussion, suggestions, and commentaries of students and professors will provide an insight into the quality and possibilities of using seminar work in developing a part of the dissertation and / or publishing a scientific article. The final grade is based on a quality of the result of student's seminar paper (50%) and oral discussion (50%). The quality of the seminar work assumes specific scientific skills such as the skills of collecting relevant scientific literature, selecting information, critical reading, knowing the methodology of scientific research and the skill of concluding.

1.10. *Assigned reading at the time of the submission of study programme proposal*

**Books:**

1. Madura, J.: Financial Markets and Institutions, 9th edition, SouthWestern, Mason, Ohio, 2010.

**Journal articles:**

1. Levine, R., 2002, Bank-Based or Market-Based Financial Systems: Which Is Better?, Journal of Financial Intermediation, Vol.11. No. 4, p. 398-428.
2. Philippon, T. 2015, Has the US Finance Industry Become Less Efficient? On the Theory and Measurement of Financial Intermediation, American Economic Review, Vol. 105, No. 4, p. 1408-38.
3. Chinn, D., Ito, H. 2006, What matters for financial development? Capital controls, institutions, and interactions, Journal of Development Economics, Vol. 81, No. 1, p. 163-192.
4. Crotty, J. 2009, Structural causes of the global financial crisis: a critical assessment of the 'new financial architecture', Cambridge Journal of Economics, Vol. 33, No. 4, p. 563-580.
5. Beck, T., Levine, R. 2004, Stock markets, banks, and growth: Panel evidence. Journal of Banking & Finance, Vol. 28, p. 423-442.
6. Moshirian, F. 2011, The global financial crisis and the evolution of markets, institutions and regulation, Journal of Banking & Finance, Vol. 35, No. 3, p. 502-511.
7. Baur, D. G., Lucey, B. M. 2010, Is Gold a Hedge or a Safe Haven? An Analysis of Stocks, Bonds and Gold, Financial Review, Vol. 45, No.2, p. 217-22.

1.11. *Optional / additional reading (at the time of proposing study programme)*

**Books:**

1. Fabozzi, F.J., Modigliani, F. 2009 Capital Markets: Institutions and Instruments, 4th edition, PrenticeHall, Englewood Cliffs, New Jersey.
2. Svirydzenka, K. 2016. Introducing a New Broad-based Index of Financial Development, International Monetary Fund, Washington DC.

**Journal articles:**

1. Cole, S., Sampson, T., Zia, B. 2011, Prices or Knowledge? What Drives Demand for Financial Services in Emerging Markets?, The Journal of Finance, Vol. 66, No. 6, p. 1933-1967.
2. Prohaska, Z., Žiković, S. 2010, Optimisation of decay factor in time weighted (BRW) simulation: implications for VAR performance in mediterranean countries, Economic Research – Ekonomska istraživanja, Vol. 23, No. 1, p. 73-85.
3. Prohaska, Z., Olgic Draženović, B. 2005, Consolidated Supervision of Financial Institutions and Financial Market in the Republic of Croatia, Zbornik radova Ekonomskog fakulteta u Rijeci: časopis za ekonomsku teoriju i praksu., Vol. 22, No. 2, p. 25-41.
4. Prohaska, Z. 2003, The Financial Market in Croatia, Bančni vestnik – special issue – Financial Markets and Non-banking Financial Intermediaries in Transition Countries, Vol. 52, No. 7-8, p. 99-105.
5. Olgic Draženović, B., Kusanović, T. 2016, Determinants of capital market in the new member EU countries, Economic Research – Ekonomska istraživanja, Vol. 29, No. 1, p. 758-769.
6. Grudić Kvasić, S., Cerović, Lj., Olgic Draženović, B. 2016, Online Corporate Social Responsibility Reporting in the Croatian Banking Sector, International Public Administration Review, Vol. 14, No.4, p. 9-26.

1.12. *Number of assigned reading copies with regard to the number of students currently*



<i>attending the course</i>		
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
All literature is available in open access or from the course professors.		
<i>1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i>		
Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.		



### 3.2. Course description

Basic description		
Course coordinator	Associate Professor <b>Nikolina Dukić Samaržija, PhD</b>	
Course title	<b>HEALTH ECONOMICS RESEARCH THEORY AND METHODS</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>II or I</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The goal of this course is to provide doctoral students with the knowledge base and skill set required to explore theoretical/conceptual frameworks, research designs and research methods, and to apply them in scientific investigations that will find potential solutions for public health problems. More precisely, this course will teach students how to produce reliable and valid research data for scientific analysis related to efficiency, effectiveness, value and behavior in the production and consumption of health and healthcare.

##### 1.2. Course enrolment requirements

None

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- Adopt the analytic skills required to critically read and evaluate the health economics research literature.
- Understand and apply innovative concepts of economics within the context of the health system.
- Develop and defend a research question, conceptual framework and methodology that address important health economics research question.
- Write independent research on health economics issues demonstrating sound knowledge and skills to apply critical thinking for a scientific debate and/or problem solving.

##### 1.4. Course content

The scope of health economics research (principal topics in the field). Value and behavior in the production and consumption of health and healthcare. Stated preference methods for outcome valuation. Applied health economics: health care market analysis. Methods used in microeconomic appraisal.

##### 1.5. Teaching methods

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> <b>lectures</b>                | <input checked="" type="checkbox"/> <b>individual assignment</b>  |
| <input checked="" type="checkbox"/> <b>seminars and workshops</b>  | <input checked="" type="checkbox"/> <b>multimedia and network</b> |
| <input type="checkbox"/> exercises                                 | <input type="checkbox"/> laboratories                             |
| <input checked="" type="checkbox"/> <b>long distance education</b> | <input checked="" type="checkbox"/> <b>mentorship</b>             |
| <input type="checkbox"/> fieldwork                                 | <input checked="" type="checkbox"/> other: <b>consultations</b>   |

##### 1.6. Comments

The course professor keeps the right to invite visiting lecturers on selected topics. The course is regulated by the decree of the doctoral study program for elective courses.

##### 1.7. Student's obligations



Students are expected to prepare themselves, through investigation of relevant literature (critical reading), for active participation in the course and independent scientific research. Student's obligations are based on their independent research, whereby the student selects the research area and the research topic and applies theory and methods to deal with the research questions. The result of independent student research is based on critical reading, writing and presenting original scientific research. Research results will be presented in written and discussed in oral form as a part of oral examination. It is expected that the student will carry out scientific investigation that will finalize in research publication and/or be embedded into dissertation.

### 1.8. Evaluation of student's work

Course attendance	Activity/Participation	Seminar paper	Experimental work
Written exam	Oral exam	0,5	Essay
Project	Sustained knowledge check	0,5	Report
Portfolio			

### 1.9. Assessment and evaluation of student's work during classes and on final exam

#### Short paper proposal (25%)

The proposal should include the following: a clear and explicit statement of a research question, brief summary of the key issues that student plan to address, a brief bibliography of 3-5 references identified so far.

#### Research paper (50%)

The research paper must provide an in-depth analysis. This may include background to the topic and its significance, challenges associated with the issue, and some ideas to improve it within the health system. This assignment will assess students' understanding and skills to apply analytic thinking to examine evidence on an important health economic topic.

#### Oral exam on the form of presentation and discussion of research paper results (25%)

### 1.10. Assigned reading

1. Van Dijk Christel E., Van Den Berg Bernard, Verheij Robert A., Spreeuwenberg Peter, Groenewegen Peter P., and De Bakker Dinny H.: Moral hazard and supplier-induced demand: empirical evidence in general practice. *Health Economics*, 2012, DOI: 10.1002/hec.2801
2. Brunello Giorgio, Fort Margherita, Schneeweis Nicole and Winter-Ebmer Rudolf: The causal effect of education on health: what is the role of health behaviors? *Health Economics*, 2015, DOI: 10.1002/hec.3141
3. Lee Jungtaek: Effects of health insurance coverage on risky behaviors, *Health Economics*, 2016, DOI: 10.1002/hec.3634
4. Ellis Randall P., Martins Bruno, Zhu Wenjia: Health care demand elasticities by type of service. *Journal of Health Economics*, 2017, DOI: 10.1016/j.jhealeco.2017.07.007
5. Green Colin and Gerard Karen: Exploring the social value of health-care interventions: a stated preference discrete choice experiment. *Health Economics*, 2009, 18, p. 951–976.
6. Bergman Mats A., Johansson Per, Lundberg Sofia, Spagnolo Giancarlo: Privatization and quality: Evidence from elderly care in Sweden. *Journal of Health Economics*, 2016, 49, p.109–119. DOI: 10.1016/j.jhealeco.2016.06.010
7. Agha Leila: The effects of health information technology on the costs and quality of medical care. *Journal of Health Economics*, 2014, 34, p.19–30, DOI: 10.1016/j.jhealeco.2013.12.005

### 1.11. Optional / additional reading

1. Culyer A. J. and Newhouse J. P.: Handbook of Health Economics, Volume 1A, 2000, Elsevier Science, Amsterdam.
2. Culyer A. J. and Newhouse J. P.: Handbook of Health Economics, Volume 1B, 2000, Elsevier Science,



Amsterdam.		
1.12. Number of assigned reading copies with regard to the number of students currently attending the course		
Title	Number of copies	Number of students
All literature is available in open access or from the course professors.		
1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences		
Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.		

### 3.2. Course description

Basic description		
Course coordinator	Professor Alen Host, PhD Associate Professor Igor Cvečić, PhD Associate Professor Vinko Zaninović, PhD	
Course title	THEORY AND POLICY OF INTERNATIONAL TRADE	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	I. or II.	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The objective of this course is to provide students with thorough understanding on international trade theory with emphasis on modern trade theories. Emphasis of the course is on applied research.

##### 1.2. Course enrolment requirements

General Terms and Conditions of the Program.

##### 1.3. Expected course learning outcomes

After completion of the course Advanced International Trade, student will be able to:

- Understand the major international trade theories and trade models
- Distinguish and critically analyse assumptions between them and their implications on national economy
- Write independent research project associated with the course topics and interpret the results of



<p>the research</p> <ul style="list-style-type: none"> <li>- Formulate econometric models to analyse economic effects of policy interventions</li> <li>- Critically analyse trade theories and formulate grounded opinions of their suitability within their research scope</li> </ul>							
<p>1.4. Course content</p>							
<p>1. Brief review of classical, neoclassical and post-HO trade theories until Krugman's new trade theory</p> <p>2. Modern trade theories:</p> <ul style="list-style-type: none"> <li>- Structural gravity model</li> <li>- Krugman's theory of international trade (new trade theory)</li> <li>- New-new trade theory (Melitz)</li> </ul> <p>3. Empirical findings of modern trade theories – focus on the firm level analysis</p> <p>4. Quantitative analysis in international trade</p> <ul style="list-style-type: none"> <li>- Theoretical overview</li> <li>- Econometric models in applied international trade analysis</li> </ul>							
<p>1.5. Teaching methods</p>		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork			<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input type="checkbox"/> other: critical review		
<p>1.6. Comments</p>							
<p>1.7. Student's obligations</p> <p>Students are expected to be prepared for every class/seminar class/exercises, so that they can actively participate in each of aforementioned activities. Focus of the course will be on critical reading, writing and presentation of original research, as well as on building student's independency in research process – from formulation of research questions via finding relevant data, selection of appropriate methodology and finally, analysis of the research results. Course syllabus should be as an integral part of PhD thesis, which will serve as a basis upon which the student will build own scientific contribution.</p>							
<p>1.8. Evaluation of student's work</p>							
Course attendance		Activity/Participation		Seminar paper	1.5	Experimental work	
Written exam		Oral exam	0.5	Essay (critical review)	0.5	Research	1.5
Project		Sustained knowledge check		Report		Practice	
Portfolio							
<p>1.9. Assessment and evaluation of student's work during classes and on final exam</p>							
<p>Oral exam (25%) of the grade and preparation and presentation of research (critical review) (75% of the grade)</p>							
<p>1.10. Assigned reading</p>							
<p>1. Chaney, T. (2008). Distorted Gravity: The Intensive and Extensive Margins of International Trade. <i>American Economic Review</i>, 98(4), 1707-1721.</p> <p>2. Bernard, A. B., Jensen, J. B., Redding, S. J., Schott, P. K. (2007), "Firms in international trade", <i>Journal of Economic Perspectives</i>, vol. 21 (3), pp. 105-130</p> <p>3. Melitz, M. (2003) "The Impact of Trade on Intra-Industry Reallocations and Aggregate Industry Productivity." <i>Econometrica</i> 71: 1695-1725</p> <p>4. Krugman, P. R. (1980) "Scale Economies, Product Differentiation, and the Pattern of Trade", <i>The American Economic Review</i>, 70(5), pp. 950-959</p>							





5. Krugman, P. R. (1979) "Increasing Returns, Monopolistic Competition, and International Trade, Journal of International Economics, 9(4), 469-479.
6. Practical Guide to Trade Policy Analysis (2012), WTO & UNCTAD
7. An Advanced Guide to Trade Policy Analysis: The Structural Gravity Model (2016), WTO & UNCTAD
8. Markusen, J. R., Melvin, J. R., Kaempfer, W. H., Maskus, K. E. (1995) International Trade: Theory and Evidence, McGraw-Hill.
9. Appleyard, D., Field, JR. A., Cobb, Steven L. 2010, International Economics, 7<sup>th</sup> Edition, McGraw – Hill International Edition
10. Teaching materials

*1.11. Optional / additional reading*

1. Host, A., Zaninović, V. (2018). Razvoj teorija međunarodne trgovine od Smitha do Melitza (chapter 6), Faculty of Economics of the University of Rijeka.
2. Krugman, P., Obstfeld, M., Melitz, M., 2014, International Trade: Theory and Policy, Pearson, 10th ed.
3. Baldwin, R. (2005) "Heterogeneous Firms and Trade: Testable and Untestable Properties of the Melitz Model", NBER Working paper 11471
4. Bergstrand, J. H. (1985). The Gravity Equation in International Trade: Some Microeconomic Foundations and Empirical Evidence. The Review of Economics and Statistics, 67(3), 474–481.
5. Various internet sources and articles

*1.12. Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Most of the literature is open source or is available directly from course professors		

*1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Professor Nataša Rupčić, PhD Associate Professor Kenneth Dovey	
Course title	MANAGING ORGANIZATIONAL COMPLEXITY	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	I or II	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

By exploring the complexity theory and by applying the principles of systems and strategic thinking, critically evaluate the nature of modern business changes and determine the direction of modern scientific and business paradigm with the purpose to identify desirable characteristics of modern complex business organizations as intelligent learning systems that achieve excellence by continuously improving the processes of organizational learning and knowledge management in their relations with various stakeholders in the pursuit of integrative solutions.

##### 1.2. Course enrolment requirements

No requirements.

##### 1.3. Expected course learning outcomes

###### After completion of this course students are expected to develop:

- Skills of compiling literature review on area of research in the field of management and skills of critical reading and knowledge evaluation regarding the following: characteristics and trends in modern business, complexity and systematicity of modern enterprises, principles of systems thinking, design as a means of managing enterprise development, managing complexity by developing behavioral variety, business orientations, development of modern enterprises as intelligent learning systems, processes of organizational learning and knowledge management as a means to increase behavioral variety, development of enterprises as socioeconomic systems based on the relationship management with relevant stakeholders in the pursuit of integrative solutions.
- Skills of identifying research problems which represent scientific challenges by critical writing, developing research proposals, establishing the research plan and organization alone or as part of a team and assuming team responsibility with the purpose to develop new scientifically valuable knowledge and insight.
- Skills of applying research methodology responsive to the course content by gaining knowledge regarding the application of corresponding statistical methods followed by the presentation of results and conclusions based on the conducted analysis.
- Skills of sharing the results with the members of the academic community as well as with practitioners with the lower level of expertise by presenting the value of research results based on valid arguments along with their implementation potential by exercising professional integrity and by implementing the highest ethical standards and principles of social responsibility.

##### 1.4. Course content



1. Characteristics, trends and challenges in modern business
2. Fundamentals of the organizational paradigm transformation: mechanistic view of the organization – organizations as biological systems – organizations as socio-economic systems
3. Complexity and systemacity of enterprises
4. Managing complexity by developing behavioral variety
5. Business orientations (strategic vs. entrepreneurial vs. learning orientation)
6. Managing human capital and learning – fundamental challenge of modern management
7. Learning organization as a modern complex, intelligent organization
8. Intelligent organizations vs. Autopoiesis
9. Learning disciplines of a learning organization
10. Principles of systems thinking
11. Management of learning enterprises
12. Knowledge management as a means to increase behavioral diversity
13. Stakeholder orientation – foundation of learning organizations
14. Challenges of individual and team learning
15. Organizational learning as a means of developing intelligent learning organizations
16. Challenges of interorganizational learning
17. Learning-forgetting-unlearning-relearning: learning dynamics of a learning enterprise
18. Challenges of intergenerational learning and knowledge transfer
19. Possibilities of developing learning organizations with regard to cultural specificities

<i>1.5. Teaching methods</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input checked="" type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultations
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*1.6. Comments*

*1.7. Student's obligations*

Critical reading, writing and presentation of own ideas and conclusions as well as active participation in class discussions and during mentoring. Critical writing is conducted through writing critical evaluations or referee reports of relevant scientific papers followed by identification and argumentation of own research ideas and their elaboration in the form of a research project (alone or in a team) resulting in the presentation of results in terms of a scientific paper that could be a part of the dissertation.

*1.8. Evaluation of student's work*

Course attendance		Activity/Participation		Seminar paper	2	Experimental work	
Written exam		Oral exam	0,5	Essay		Research	1
Project	1	Sustained knowledge check	0,5	Report		Practice	
Portfolio							

*1.9. Assessment and evaluation of student's work during classes and on final exam*

Continuous assessment of acquired knowledge, skills and competences is achieved through mentoring and evaluation of understanding and contribution of students based on their critical reading of relevant scientific papers, presentations and participation in class discussions. Learning outcomes are evaluated on the basis of student referee reports of relevant scientific papers followed by identification and argumentation of own research ideas, their elaboration in terms of a research project and presentation of results in the form of a scientific paper that could be a part of the dissertation.



1.10. Assigned reading

1. Rupčić, N. (2024): Upravljanje učećim poduzećem, Ekonomski fakultet Sveučilišta u Rijeci, Rijeka According to the interest for the seminar topic:
2. Gharajedaghi, J. (2000): System thinking: managing chaos and complexity, Elsevier, 2006. (plus prijevod)
3. Schwaninger, M.: Managing Complexity - The Path Toward Intelligent Organizations, Systemic Practice and Action Research, Vol. 13, No. 2, pp. 207-240.
4. Gold, A. H., Malhotra, A., Segars, A. H. (2001) Knowledge management: An Organizational Capabilities Perspective. Journal of Management Information Systems, Vol. 18, No. 1, pp. 185-214.
5. Huber, G. P. (1991): Organisational learning: The contributing processes and the literatures, Organisation science, Vol 2, No. 1, pp. 88-115.
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25. Rupčić, N., Lamovšek, N. (2019): "Stakeholder management in healthcare: a case study", *Zbornik radova Veleučilišta u Šibeniku*, Vol. 6, No. 1-2, pp. 45-60.
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29. De Groot, B., Leendertse, W., Arts, J. (2020): "Building adaptive capacity through learning in project oriented organisations in infrastructure planning", *Urban Planning*, Vol. 5, No. 1, pp. 33-45.
30. Robinson, G. (2020.): "Organizations are People: Reflections, Obstacles and Learning Opportunities", *The Learning Organization*, Vol. 27, No. 5, pp. 541-554.
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*1.11. Optional / additional reading*

According to the interest for the seminar topic:

1. Senge, P. (2006): *The Fifth Discipline: The Art & Practice of The Learning Organization*, Doubleday; Revised & Updated edition
2. Argyris, C. i Schon, D.A. (1981): *Organizational Learning*, Addison-Wesley, Reading, MA.
3. Conant, R. C., Ashby, W. R. (1981): *Every good regulator of a system must be a model of that system*, in: Conant, R. (ed.): *Mechanisms of Intelligence: Ashby's Writings on Cybernetics*, Intersystem Publications, Seaside, CA., pp. 205-214.
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7. Putnik, G. D. (2009): *Complexity framework for sustainability: an analysis of five papers*", *The Learning Organization*, Vol. 16, No. 3, pp. 261-270.
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  14. Rupčić, N., Zekić, Z., Kutnjak, G. (2010): Learning environment: framework for successful corporate entrepreneurship, in: Galetić, L.; Spremić, M.; Ivanov, M. (eds.): *5th International Conference An Enterprise Odyssey: From Crisis to Prosperity - Challenges for Government and Business: proceedings*, Zagreb: Faculty of Economics and Business, pp. 1346-1356.
  15. Kropp, F. et al. (2006): Entrepreneurial, market, and learning orientations and international entrepreneurial business venture performance in South African firms, *International Marketing Review*, Vol. 23, No 5, pp. 504-523.
  16. Rupčić, N.; Borovac Zekan, S. (2012): Business environment scanning: prerequisite for sustainable learning company in: Galetić, L., Šimurina, J. (eds.): *An Enterprise Odyssey: Corporate governance and public policy - path to sustainable future*, Zagreb: Faculty of Economics and Business, University of Zagreb, pp. 1132-1142.
  17. Campbell, T. T., Armstrong, S. J. (2013): A longitudinal study of individual and organisational learning, *The Learning Organization*, Vol. 20, No. 3, pp. 240-258.
  18. Jay, J. (2013): Navigating Paradox as a Mechanism of Change and Innovation in Hybrid Organizations, *Academy of Management Journal*, Vol. 56, No. 1, pp. 137-159.
  19. Bokeno, M. (2008): Complexity: an alternative paradigm for teamwork development, *Development and Learning in Organizations: An International Journal*, Vol. 22, No. 6, pp. 7-10.
  20. Baer, M. (2012): Putting Creativity to Work: The Implementation of Creative Ideas in Organizations, *Academy of Management Journal*, Vol. 55, No. 5, pp. 1102-1119.
  21. Rupčić, N. (2011): Cooperative learning business partnerships and knowledge networks in: Kandžija, V., Kumar, A. (eds.): *Economic Integration, Competition and Cooperation*; Rijeka: Faculty of Economics, University of Rijeka, pp. 1-14.
  22. Rupčić, N. (2013): Building socially responsible learning systems - implications for the European Union in: Schiuma, G., Spender, JC ; Pulić, A. (eds.): *Smart Growth: Organizations, Cities and Communities / Zagreb: University of Basilicata, University of Zagreb*, pp. 1562-1588.
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  28. Nonaka, I. (1991): The Knowledge-Creating Company, *Harvard Business Review*, Vol. 69, No. 6, pp. 96-104.
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  31. Boccia, M., Cseh, M. (2021.), "Full-service restaurants as learning organizations: a multiple-site case study", *The Learning Organization*, Vol. 28, No. 4, pp. 413?427.
  32. Dirani, K., Baldauf, J., Medina-Cetina, Z., Wowk, K., Herzk, S., Bello Bolio, R. Gutierrez Martinez, V., Munos Ubando, L. A. (2021.): "Learning Organization as a Framework for Networks' Collaboration and Knowledge Sharing", *The Learning Organization*, Vol. 28, No. 4, pp. 428?443.
  33. Ivaldi, S., Scaratti, G., Fregnan, E. (2021.): "Dwelling within the fourth industrial revolution: Organizational learning for new competences, processes and work cultures", *Journal of Workplace Learning*, Vol. 34, No. 1., pp. 1?26.



34. Kim, K. (2021.): "A measure of adaptive performance and the DLOQ", The Learning Organization, Vol. 28, No. 4, pp. 397-412.
35. Mishra, B., Reddy, J. M. (2021.): "Is 'Character' the link between Organizational Learning and Learning Organization? An interview with Mary M. Crossan", The Learning Organization, Vol. 28, No. 6, pp. 538-545.
36. Peronard, J.-P. (2021.): "Interorganizational learning: a strategic framework for service networks", The Learning Organization, Vol. 28, No. 2, pp. 195-207.
37. El-Awad, Z. (2019.): "From individuals to the organization: a transactive memory system perspective on multilevel entrepreneurial learning", The Learning Organization, Vol. 26, No. 6, pp. 617-630.
38. Engström, A., Käkelä, N. (2019.): "Early steps in learning about organizational learning in customization settings: A communication perspective", The Learning Organization, Vol. 26, No. 1, pp. 27-43.
39. Kunttu, L. (2019.): "Balancing learning and knowledge protection in university-industry collaborations", The Learning Organization, Vol. 26, No. 2, pp. 190-204.
40. Rupčić, N. (2006): Role of the Market Orientation in the Learning Company Context in Galetić, L. (ed.): 3rd International Conference An Enterprise Odyssey, Integration or Disintegration: proceedings, Zagreb: Faculty of Economics and Business, pp. 1644-1654.

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Material is available in the following ways: as open access, through Center for online databases or from course holders.		

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Professor Saša Žiković, PhD Full Professor Wolfgang Karl Härdle, PhD	
Course title	<b>BUSINESS AND FINANCIAL RISKS MANAGEMENT</b>	
Study programme	<b>Doctoral Study Program in Economics and Business Economics</b>	
Course status	<b>Elective</b>	
Year	<b>II or I</b>	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

1. Creating and evaluating new knowledge and methods related to risk management using advanced theoretical concepts of identification, measurement and management of business and financial risks.
2. Training of students for understanding and advanced application of the methodological statistical-quantitative framework for risk measurement, and the implementation of methods and techniques of measurement and risk management in business systems.

##### 1.2. Course enrolment requirements

None

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will:

- adopt specific scientific skills, such as the ability to collect information and literature, critical reading and the construction of measuring instruments for financial risk management,
- be fully acquainted with research concepts and risk management methods and will be able to analyse and further develop new approaches to risk management,
- be enabled to independently and critically analyse financial risks using quantitative econometric models and statistical reasoning and make conclusions about them on based on quantitative data,
- be able to communicate conclusions, solutions and opinions in the area of risk management.

##### 1.4. Course content

Advanced theoretical fundamentals of risk management in business systems. Types and methods of risk measurement for particular business functions – investing and financing risks. Business activity risks. Financial risks. Systemic and non-systemic risks – contemporary views. Risks of financial institutions – specific features and measuring methods. VaR/ES method. Cost of risk taking, risk protection and cost of risk protection. Harmonization of risk measurement and risk protection in accordance with EU directives.

##### 1.5. Teaching methods

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> lectures                | <input checked="" type="checkbox"/> individual assignment  |
| <input checked="" type="checkbox"/> seminars and workshops  | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises                          | <input type="checkbox"/> laboratories                      |
| <input checked="" type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship             |
| <input type="checkbox"/> fieldwork                          | <input checked="" type="checkbox"/> other: consultations   |

##### 1.6. Comments

The course professor keeps the right to invite visiting lecturers on selected topics. The course is regulated by the decree of the doctoral study program for elective courses.





### 1.7. Student's obligations

The course is based on an independent research by students, whereby the student selects the research area and the research topic and applies risk measurement techniques to deal with the research questions. The results will be presented in oral and written form. The result of independent student research is based on critical reading, writing and presenting original scientific research. As part of the presentation of the results of the research, the oral examination and the exam question are discussed in oral form. Students are expected to prepare themselves, through investigation of relevant literature (critical reading), for active participation in the course, especially seminars (group work and independent assignments). It is expected that the student will use scientific research methodology in preparation of the report, i.e. to conduct an active independent research for the purpose of drawing up a research paper or part of the dissertation.

### 1.8. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper		Experimental work	
Written exam		Oral exam	0,5	Essay		Research	0,5
Project	1	Sustained knowledge check	0,5	Report	1	Practice	0,5
Portfolio							

### 1.9. Assessment and evaluation of student's work during classes and on final exam

- preparation of research paper based on the scientific papers and other relevant literature 25%
- presentation of research results in a form of a written report 50%
- oral exam/discussion on the topics connected to student's research 25%

### 1.10. Assigned reading

1. Wolfgang Karl Härdle, Nikolaus Hautsch, Uta Pigorsch: Measuring and modeling risk using high-frequency data, Applied Quantitative Finance, Springer, Berlin, Heidelberg, 2017, p. 279-294
2. Čeperić Ervin, Žiković Saša, Čeperić Vladimir: Short-term forecasting of natural gas prices using support vector regression machines, Energy (Oxford), 140, 1, 2017, p. 893-900
3. Žiković Saša, Tomas Žiković Ivana: Two sides of the same coin, risk measures in the energy markets, Journal of Energy Markets, 9(2), 2016, p.51-68
4. Žiković Saša, Filer K. Randall: Ranking of VaR and ES models: performance in developed and emerging markets. The Czech Journal of Economics and Finance, Vol 63(4), 2013, p. 327-359
5. Žiković Saša: Market Risk in Transition Countries – Value at Risk Approach, Rijeka: University of Rijeka, 2010

### 1.11. Optional / additional reading

1. Žiković Saša, Weron Rafal, Tomas Žiković Ivana: Evaluating the performance of VaR models in energy markets, Springer Proceedings in Mathematics and Statistics: Stochastic Models, Statistics and Their Applications, Vol. 19, No. 122, 2015., p. 479-487
2. Miller M.B.: Mathematics and Statistics for Financial Risk Management. 2nd edition, Wiley, 2013.
3. Žiković S., Aktan B.: Decay Factor Optimisation in Time Weighted Simulation - Evaluating VaR Performance. International Journal of Forecasting, 27, 2011, p. 1147-1159

### 1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students
Market Risk in Transition Countries – Value at Risk Approach	20	
All other literature is available from the course professors	∞	

### 1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences



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Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



### 3.2. Course description

Basic description		
Course coordinator	Professor Zvonko Čapko, PhD	
Course title	SCIENTIFIC APPROACH IN ICT PROJECT MANAGEMENT	
Study programme	Doctoral Study Program in Economics and Business Economics	
Course status	Elective	
Year	II or I	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	10 (5+0+5)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The concept of the course is based on scientific approach of implementation of computers and selected parts which integrated represent functional and compact whole. By taking into consideration scientific assumptions this concept becomes adequate for developing information system management at all managerial levels. The doctoral candidates are

introduced to advanced methodologies of developing information system in order to identify problems and propose changes and development of new or upgrading of the existing systems and manage projects from the idea to realization and implementation. By acquiring notions on the possibilities and functioning of complex information systems in general and above all to different business information systems which serve as management support, the students will be qualified to define information needs and relevant information technologies. The course introduces students to advanced information and communication technologies that help managers to utilize and manage organizational resources such as e-business, IC technology supported cooperative work and sophisticated programs based on scientific methods such as the use of different tools for decision making and managing projects and simulation models. The theoretical foundation of this course enables students to participate in drawing up favorable contracts with IT companies, develop information systems in accordance with the most recent theoretical principles which will help them to decide upon the choice of

equipment, IT experts and managerial control over their work and to follow regulations and standards important for system safety.

##### 1.2. Course enrolment requirements

##### 1.3. Expected course learning outcomes

After successfully completing this course doctoral students will be able to:

- Use scientific skills in the strategic development of the business system informatization
- Critically analyse and present original research on the development and use of ICT project management in business practice through the writing of expert evaluation (referee reports).
- Participate in the creation of more complex information systems in decision making support.
- Apply economic theory, in the context of informatisation of business system and ICT project management and in the conditions of intensive and complex changes in the environment.
- Apply innovative research method in identifying and resolving complex problems of development and use of ICT project management, in theory and on the examples in business practice (Case Study).
- Participating in the creation of complex projects of inter-organisational information systems
- Develop their own research ideas, with their improvement, discussion and exposure independently and in a team within the combined online learning in discussion groups



- Planning and leading the projects of informatisation of business system
- Use information systems in scientific research

#### 1.4. Course content

1. Introduction to the course: mission, literature, seminar papers, exams
2. IS in managing business systems: significance and function
3. Information needs and users – HR in developing and functioning of IS: role and relation between users and IT personnel
4. Development of IS: structural and object approach
5. IS models: physical and conceptual model, environmental model, problem solution through models
6. IS evolution emphasizing information and knowledge, development trends from society of knowledge to society of wisdom
7. E-business: definition, structure, tasks, functions, features, focus on managerial information
8. Introduction to IT tools as a support to decision-making
9. CSCW (Computer supported cooperative work)
10. Computer simulation as a support to project management
11. Methods of IT project management

#### 1.5. Teaching methods

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> lectures     | <input checked="" type="checkbox"/> individual assignment  |
| <input type="checkbox"/> seminars and workshops  | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises               | <input type="checkbox"/> laboratories                      |
| <input type="checkbox"/> long distance education | <input checked="" type="checkbox"/> mentorship             |
| <input checked="" type="checkbox"/> fieldwork    | <input checked="" type="checkbox"/> other: consultations   |

#### 1.6. Comments

Computer supported lectures, seminar discussion, student project presentation, case study analyses, using IT tools in business systems.  
 Combined online learning in discussion groups. The goal of the combined online and classroom learning, is to make classes more interesting and to further motivate and interest the students so that the efforts and commitments are evolving to the interest, fun and pleasure.

#### 1.7. Student's obligations

Similarly as for other elective courses the student's obligations will be related to its thesis as much as possible (directly or indirectly being related to other obligations of the study programme that are, again, directed to the thesis). Students are expected to be prepared for the active participation in the classroom (seminars) by reading the relevant literature (critical reading). Based on its own interest (thesis) as well as the study year in which students takes this course (1st – meaning that student will write the thesis about informatization of business system and ICT project management or 2nd) student makes his seminar paper – future paper to be published or part of his future thesis. So, the student includes its own research topic (thesis topic) in this course content, picking up those parts of the course that are mostly related to its thesis. Teamwork, active class participation, research on given topics, presenting results, data collection, practical assignment, oral and written exams.

#### 1.8. Evaluation of student's work

Course attendance	0,3	Activity/Participation	0,3	Seminar paper	0,3	Experimental work	
Written exam	1	Oral exam	0,5	Essay		Research	0,3
Project	0,8	Sustained knowledge check		Report		Practice	0,5
Portfolio							

#### 1.9. Assessment and evaluation of student's work during classes and on final exam

The students will carry out their research by means of a seminar paper, which will be the future paper to be published (or the part/chapter of dissertation). Students are expected to turn in essays on individual topics and/or take part in the discussions as part of critical reading. This is followed by oral exam, that is, again, in function of future dissertation.



Students that actively participate in class discussions and successfully complete and present seminar paper, practical assignment, essay and report, are expected to elaborate their results at the oral exam. The student seminar assignment has to incorporate at least two out of four methods: theoretical analysis based on domestic and foreign literature, research in business organizations, Internet based research, developing a computer application.

*1.10. Assigned reading*

1. Vukmirović, S., Čapko, Z., Informacijski sustavi u menadžerskom odlučivanju, Ekonomski fakultet Sveučilišta u rijeci, Rijeka, 2009.
2. Laudon, K.C., Laudon, J.P., Management Information Systems: Managing Digital Firm, Prentice Hall, 2012. [http://dinus.ac.id/repository/docs/ajar/MIS\\_KC\\_Laudon.pdf](http://dinus.ac.id/repository/docs/ajar/MIS_KC_Laudon.pdf)
3. Zvonko Čapko, Z., Vukmirović, S., Babić, A., ICT and Certification as Factors Influencing Development of Intelligent Cities on Cloud Computing Strategy // 3. međunarodni znanstveni simpozij "Gospodarstvo istočne Hrvatske – vizija i razvoj" / Mašek, Tonković A., editor(s), Ekonomski fakultet u Osijeku, Sveučilište u Osijeku, 2014. str. 235-244 (lecture,international peer-review,published,scientific) <http://bib.irb.hr/datoteka/741899.Zbornik.pdf>

*1.11. Optional / additional reading*

1. Joseph Phillips, IT Project Management : On Track from Start to Finish, Second Edition, Osborne Mc Graw Hill, USA 2004.
2. Srića V., Spremić M., informacijskom tehnologijom do poslovnog uspjeha, Sinergija, Zagreb, 2000.
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*1.12. Number of assigned reading copies with regard to the number of students currently attending the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
All material on-line or available from the professor		

*1.13 Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Quality monitoring methods that ensure the acquisition of exit knowledge, skills and competences are regulated by valid Regulations on studies and studying at the Faculty of Economics University in Rijeka, Regulations on the assessment of student progress at undergraduate and graduate university studies at the Faculty of Economics in Rijeka, Quality Assurance Handbook Faculty of Economics in Rijeka, Quality of studying Handbook at University of Rijeka and Regulations on studies at University of Rijeka.



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