

NAME OF THE COURSE		MANAGERIAL SKILLS					
Code	ECM204	Year of study	III.				
Course teacher	Ivana Bulog, professor Marina, Lovrinčević, associate professor Danica Bakotić, professor	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			26		26		
Status of the course	Mandatory	Percentage of application of e-learning	30%				
COURSE DESCRIPTION							
Course objectives	Provide students with better understanding and applied knowledge in the domain of management skills that will enable them to develop and improve their own skills and thus to become successful managers						
Course enrolment requirements and entry competences required for the course	Entry requirements are defined by the Statute of the Faculty of Economics and Study Regulations						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The learning outcome of the course is:						
	Develop and improve managerial skills.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Individual learning outcomes are:						
	<div>1. Recognize and distinguish the basic concepts and principles related to the concept of managerial skills.</div> <div>2. Suggest a set of appropriate personal managerial skills for specific business situations.</div> <div>3. Suggest the application of a set of appropriate interpersonal skills for specific business situations.</div> <div>4. Suggest the application of a set of appropriate group skills for specific business situations.</div> <div>5. Suggest the application of a set of appropriate interpersonal communication skills for specific business situations.</div>						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures		Seminars				
	Managerial skills and managerial effectiveness	2	Case study/Class discussion		2		

	Categorization of managerial skills	2	Case study/Class discussion	2
	Time management skills	2	Case study/Class discussion	2
	Managing personal stress skills	2	Case study/Class discussion	2
	Solving problem skills	2	Case study/Class discussion	2
	Managing conflict skills	2	Case study/Class discussion Video content analysis	2
	Motivation skills	2	Case study/Class discussion Video content analysis	2
	Building relationship skills	2	Case study/Class discussion	2
	Building effective teams and teamwork	2	Case study/Class discussion Video content analysis	2
	Empowering and delegating skills	2	Case study/Class discussion	2
	Leading positive change	2	Case study/Class discussion Seminar presentation	2
	Leadership skills	2	Case study/Class discussion Seminar presentation	2
	Communication skills	2	Case study/Class discussion Seminar presentation	2
Format of instruction	<div> <div> x <u>lectures</u> x <u>seminars and workshops</u> x <u>exercises</u> <input type="checkbox"/> <i>on line</i> in entirety x <u>partial e-learning</u> <input type="checkbox"/> field work </div> <div> x <u>independent assignments</u> x <u>analysis of video materials</u> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor X <u>self-evaluation quizzes</u> </div> </div>			
Student responsibilities	It is recommended that students participate in classes and assignments. Attendance, attitude and preparation are important. When evaluating students' participation, the emphasis is on the class discussion, preparation of individual			

	<p>or group assignments. Students are expected to be willing to study and learn, being ready to answer or ask questions, and actively listen to the professor and other class members. During semesters, 2 self-evaluation quizzes will be carried out with the aim of preparing students for 2 knowledge tests.</p> <p>The condition for attaining a signature, which is also a condition for taking the exam, is 50% of class's attendance. Students also need to participate in self-evaluation quizzes. The quizzes do not contribute to the final grade, but are required for the participation in tests and final evaluation.</p>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Individual or group assignments (Case Studies, video materials and other)	1
	Essay		Seminar essay (individual or group presentation of study material)	1	(Other)	
	Tests	2	Oral exam		(Other)	
	Written / oral exam	4	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>During the semester, two written or oral tests of knowledge will be held that bring 70% of the total final grade.</p> <p>Appropriate grades for written knowledge tests:</p> <p>0-49 - inadequate (1) 50-65 - sufficient (2) 66-75 - good (3) 76-85 - very good (4) 86-100 - excellent (5)</p> <p>Most lectures include an in-class case studies/exercises, analysis of video materials or articles, individual or group presentation of study material. These class activities are worth 30% of the final grade.</p> <p>The final grade is formed as a sum:</p> <ol style="list-style-type: none"> 1) average grade obtained through two written or oral tests multiplied by an indicator weight of 0.7. and 2) average grade obtained through case studies /exercise or presentations of individual/group assignments multiplied by an indicator weight of 0.3. 					

	A student who successfully passes both tests and in other form of grading achieves positive evaluation is considered to have passed the exam. Otherwise he/she takes the written or oral exam.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
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	Teaching materials (handouts, supplemental materials) will be posted on course web site on the Moodle		
	Alex, K. (2018). Managerial skills, New Delhi, S. Chand		
Optional literature (at the time of submission of study programme proposal)	<p><i>Books:</i></p> <p>Sharma, P. (2021). Soft skills 3rd Edition: Personality Development for Life Success, BPB Publications</p> <p>DeGraff, J. and DeGraff, S. (2020). The Creative Mindset: Mastering the Six Skills that empower Innovation, Berrett-Koehler Publishers</p> <p><i>Articles:</i></p> <p>Wesley, S.C., Jackson, V.P. and Lee, M. (2017). The perceived importance of core soft skills between retailing and tourism management students, faculty and businesses. Employee Relations, Vo. 39, No. 1., pp.79-99.</p> <p>Mehralian, G. et al. (2020). Managerial skills and performance in small businesses: the mediating role of organizational climate, Journal of Asia Business Studies, Vol. 14, No. 3. pp. 361-377.</p> <p>Laud, R. Arevalo, J. and Johnson, M. (2016). The changing nature of managerial skills, mindsets and roles: Advancing theory and relevancy for contemporary managers. Journal of Management and Organization, 22 (4), pp. 435-456.</p>		

	<i>Internet sources:</i> www.ted.com/ www.forbes.com www.poslovni.hr www.liderpress.hr
Quality assurance methods that ensure the acquisition of exit competences	Students' feedback via questionnaires. The evaluation by the head of the postgraduate professional study and the vice-dean of education. External evaluation is conducted by independent external experts.
Other (as the proposer wishes to add)	