NAME OF THE COURSE	CONTEMPORARY MANAGEMENT					
Code	EUBC01	Year of study	1			
Course teacher	Ivan Matić, PhD associate professor Marina Lovrinčević, PhD associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	P	S	V	T
			26		26	
Status of the course	elective	Percentage of application of e-learning	25%			

OPIS PREDMETA	
Course objectives	To provide students with practice applicable, newest knowledge in the domain of contemporary approaches of managing organisations.
Course enrolment requirements and entry competences required for the course	Prerequisites are prescribed in Faculty of Economics Statute and in Study and studying rule book. Competencies – knowledge about management (organisation theory) basics, computer work skills (MS Office)
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Course's learning outcome: 1. To propose management and leadership of organisation according to contemporary contributions and approaches of managing organisations (level 7). Specific learning outcomes: 1. To critically reason flaws and defects of conventional management in dealing with challenges of running and managing business in contemporary environment (Level 7). 2. To classify most important contributions in the domain of contemporary approaches and concepts of managing organisations (Level 6/7). 3. To propose adequate way of performing management functions in accordance with challenges of running and managing business in contemporary environment (level 7). 4. To argue the opinion about the adequacy of implementation of particular contemporary concept of managing in specific situation (level 7). 5. To justify design and development of organisation based primarily on knowledge and knowledge management (Level 7).

Course content broken down in detail by weekly class schedule (syllabus)		Lectures		Exercises / Seminars	
		Topic	Hrs	Topic	Hrs
	1.	Introduction to course – course organisation, ways of working Contemporary world of changes	2	Contemporary world of changes – video material	2
	2.	Classic vs contemporary management Contemporary management challenges	2	Contemporary management challenges - video material, on-line articles - discussion/critical reflection via Moodle platform	2
	3.	Managerial ethics in contemporary business	2	Ethical dilemmas in contemporary work environment and management - video material, on-line articles - discussion/critical reflection via Moodle platform	2

	4.	Corporate social responsibility Managing diversity Women in management Self-evaluation quiz – Moodle platform	2	Corporate social responsibility, managing diversity - video material, on-line articles - discussion/critical reflection via Moodle platform	2
	5.	The role of globalisation in managing contemporary organisations	2	The omnipresence of globalisation in contemporary business and management – on-line article Case study - discussion/critical reflection via Moodle platform	2
	6.	Managing organisational complexity	2	Case study - discussion/critical reflection via Moodle platform	2
	7.	Contemporary organisation design Self-evaluation quiz – Moodle platform	2	Case study - discussion/critical reflection via Moodle platform	2
	1st test – mid-semester course evaluation				
	9.	Contemporary approaches to business process improvements	2	Case study - discussion/critical reflection via Moodle platform	2
	10.	Technology-driven workplace	2	The future of workplace – on-line article Case study - discussion/critical reflection via Moodle platform	2
	11.	Knowledge management Learning organization Self-evaluation quiz – Moodle platform	2	Knowledge management – practical exercise Learning organization – practical exercise On-line article	2
	12.	Boundaryless organisation	2	On-line articles - discussion/critical reflection via Moodle platform Case study - discussion/critical reflection via Moodle platform	2
	13.	Contemporary leadership styles	2	Leadership styles of contemporary leaders - video material, on-line articles - discussion/critical reflection via Moodle platform	2
	14.	Competencies of contemporary managers Self-evaluation quiz – Moodle platform	2	Case study - discussion/critical reflection via Moodle platform	2
	2nd test – end-semester course evaluation				

Format of instruction	X lectures X seminars and workshops X exercises ☐ on line in entirety X partial e-learning ☐ field work	X independent assignments X multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Course signature = in order to obtain course signature student must achieve 50% class attendance, actively participate in lectures and exercises and complete self-evaluation quizzes in predefined time frames. Active participation means that the student has completed min 50% of all self-evaluation quizzes in class. Demonstration of acquired learning outcomes through various class/exam activities (seminar essay, self-evaluation quizzes, case studies, discussions related to video materials and on-line articles, practical exercises, tests, oral exam) with the goal of passing the course (required min level for tests and oral exam is 50%).

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		Research		Practical work in class	2,25
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,75	(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Knowledge evaluation (learning outcomes) through: 1) 2 tests or alternatively through oral exam, 2) individual and group work on analyses of case studies, video materials and on-line articles and on completing practical exercises, all in the domain of implementation of contemporary management approaches and contributions 3) writing and presenting seminar essay, and 4) self-evaluation quizzes Course grade decomposition: ○ completed self-evaluation quizzes => 10% of share in course grade ○ written and presented seminar essay => 20% of share in course grade ○ individual and group work on analyses of case studies, video materials and on-line articles and on completing practical exercises, all in the domain of implementation of contemporary management approaches and contributions => 30% of share in course grade ○ 2 tests during the semester (min level 50%) => 40% of share in course grade Fulfilment of all obligations related to course signature (self-evaluation quizzes) and positively graded student's work in class (seminar essay, case studies, discussions related to video materials and on-line articles, practical exercises, tests) results in student passing the course in exam pre period. Activities/work, which are not successfully carried-out aspects during the semester by student, are later subject of evaluation in regular exam periods.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Authorized lectures' handouts and class materials on course's Moodle page	0	Moodle
	Apaydin, M., Jones, G. R., & Goerge, J. M. (2021). *Contemporary Management*. McGraw-Hill Publishing.	1	

Optional literature (at the time of submission of study programme proposal)	Daft, R.L. (2014). *The new era of management*. Cengage Learning. Hamel, G., & Euchner, J. (2020). Creating Human-Centered Organizations: An Interview with Gary Hamel. *Research-Technology Management, 64*(1), 13-19.

	Chernyak-Hai, L., & Rabenu, E. (2018). The new era workplace relationships: Is social exchange theory still relevant?. *Industrial and Organizational Psychology, 11*(3), 456-481. Church, A. H., & Burke, W. W. (2017). Four trends shaping the future of organizations and organization development. *OD Practitioner, 49*(3), 14-22. Kiron, D., Kane, G. C., Palmer, D., Phillips, A. N., & Buckley, N. (2016). Aligning the organization for its digital future. *MIT Sloan Management Review, 58*(1).
Quality assurance methods that ensure the acquisition of exit competences	• Screening students' class attendance achievements, active participations in class and successfulness of carrying-out other obligations (teacher) • Monitoring of class execution (vice-dean for education) • Analysis of studying successfulness according to all program's courses (vice-dean for education) • Students survey on quality of teacher and classes for every course in the program (UNIST, Centre for quality improvement) • Through exam, which teacher carries-out, all courses' learning outcomes are evaluated. Periodically the content of the exam is evaluated, according to which the appropriateness of the manner of evaluation of learning outcomes is being determined (vice-dean for education)
Other (as the proposer wishes to add)	