

DESCRIPTION OF A STUDY COURSE – SYLLABUS

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|--|---|----------|------|--------------|---|
| Title of a course | Marketing | | | | |
| Head of course | MSc Robert Strahinja, Lecturer | | | | |
| Study programme | Professional undergraduate study Entrepreneurship | | | | |
| Status of a course | Obligatory | | | | |
| Year of study | 2. | Semester | III. | ECTS credits | 6 |
| Teaching plan (L + E + S+ Pr) | 2+2+0+0 | | | | |
| Goals of a course | | | | | |
| Identify opportunities, develop a business plan, and create a business entity according to demand. | | | | | |
| Conditions for enrolling course | | | | | |
| No conditions | | | | | |
| Learning outcomes on a level of a study programme which includes course | | | | | |
| Outcome 1: Apply appropriate methods and procedures in preparing information for business decisions. Outcome 2: Apply professional knowledge and skills in business operations and in upgrading an existing business entity or in establishing a new one. Outcome 3: Identify and evaluate key performance indicators of companies for management and decision making. Outcome 4: Identify and value entrepreneurial opportunities. Outcome 5: Design and substantiate an entrepreneurial idea through a business plan. Outcome 6: Create a plan for purchasing, sales and marketing activities. Outcome 7: Analyse and evaluate financial information. Outcome 9: Analyse the needs and manners of acquiring, using and developing the resources of a business entity. Outcome 10: Assess ethical approaches when planning and executing business tasks. Outcome 13: Identify different business risks and their impact on the business process. Outcome 14: Apply basic environmental research methods. Outcome 15: Independently prepare and present professional content using information and communication tools. | | | | | |
| Expected learning outcomes on a level of a course | | | | | |
| 1. Determine the purpose and meaning of marketing and its role through new marketing relationships. 2. Identify the importance and impact of elements of the marketing environment on a company's business operations. 3. Describe the process of market research and analyse consumer behaviour on a specific example. 4. Identify an adequate group of consumers to open a new market niche by analysing the characteristics and needs of consumers. 5. Through a combination of marketing mix determine and explain the influence upon satisfaction/unsatisfaction of consumers. 6. Create a marketing plan by using internal and external advantages of a concrete company for the purpose of developing a product/market. | | | | | |
| Content of a course | | | | | |
| Market understanding, its characteristics, kinds and structure. Business components on a market: product, buyer, seller, exchange and activity systems. Evolution of business orientation. News basic for marketing decisions. Formal/informal information, process and methods of market research. Methods of demand forecast. Situation analysis. Portfolio analysis. Market analysis and powers of competitive environment. Market segmentation: characteristics and process of segmentation. Alternative strategies. Development strategies for market/product. Strategies of vertical pooling. Product policy: kinds of products, characteristics of products, making of new products. Distribution policy: functions and selection of channel of distribution, kinds of distribution, physical distribution. Promotion policy: advertising, personal sales, sales promotion, public relations. Planning, organization and control of market activities. | | | | | |

| Teaching modes | <input checked="" type="checkbox"/> lectures <input type="checkbox"/> auditory exercises <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> distance learning <input type="checkbox"/> field classes | <input checked="" type="checkbox"/> individual assignments <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervisor's work <input type="checkbox"/> other _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|-----------------------|---------------------------------------|------------|-----------------------|---------------------------------------|-----------|-----|-----------|----|--|----|----|----|-----|-----------|----|--|----|----|----|-----|-----------|-----|--|----|----|-----|-----|-----------|--|-----|----|----|----|-----|-----------|--|-----|----|----|----|-----|-----------|--|-----|----|----|----|-----|--------------------|------|-----|------|------|--|--|-------|-----|-----|-----|-----|-----|------|----------|--------------|-----------|-----|-----------|----|----|-----|-----------|----|----|-----|-----------|-----|----|-----|-----------|-----|----|-----|-----------|-----|----|-----|-----------|-----|----|-----|--------------------|-----|-----|--|-------|-----|-----|-------|--------------------------------|-----------------|------------|
| Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students' obligations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Grading, evaluation and monitoring of students' work continuously during lectures and exams | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Grading is based upon evaluation of course's learning outcomes' adoption. Grading is performed continuously during lectures and/or during exam, in compliance with the provisions of Regulation on the assessment of students.</p> <p>Continuous check-up:</p> <table border="1"> <thead> <tr> <th>Outcomes</th> <th>Pre-exam I</th> <th>Pre-exam 2</th> <th>Assignment (teamwork)</th> <th>Presentation with a written one check</th> <th>Threshold</th> <th>Max</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td>6%</td> <td></td> <td>4%</td> <td>2%</td> <td>6%</td> <td>12%</td> </tr> <tr> <td>Outcome 2</td> <td>8%</td> <td></td> <td>4%</td> <td>2%</td> <td>7%</td> <td>14%</td> </tr> <tr> <td>Outcome 3</td> <td>12%</td> <td></td> <td>6%</td> <td>2%</td> <td>10%</td> <td>20%</td> </tr> <tr> <td>Outcome 4</td> <td></td> <td>10%</td> <td>6%</td> <td>2%</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Outcome 5</td> <td></td> <td>10%</td> <td>6%</td> <td>2%</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Outcome 6</td> <td></td> <td>10%</td> <td>6%</td> <td>2%</td> <td>9%</td> <td>18%</td> </tr> <tr> <td>Percentage of ECTS</td> <td>1,56</td> <td>1,8</td> <td>1,92</td> <td>0,72</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>26%</td> <td>30%</td> <td>32%</td> <td>12%</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table> <p>A student has passed the exam if he has acquired a percentage of credits for each learning outcome higher or equal to defined threshold.</p> <p>Exam term:</p> <table border="1"> <thead> <tr> <th>Outcomes</th> <th>Written exam</th> <th>Oral exam</th> <th>Max</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td>8%</td> <td>2%</td> <td>10%</td> </tr> <tr> <td>Outcome 2</td> <td>8%</td> <td>2%</td> <td>10%</td> </tr> <tr> <td>Outcome 3</td> <td>16%</td> <td>4%</td> <td>20%</td> </tr> <tr> <td>Outcome 4</td> <td>16%</td> <td>4%</td> <td>20%</td> </tr> <tr> <td>Outcome 5</td> <td>16%</td> <td>4%</td> <td>20%</td> </tr> <tr> <td>Outcome 6</td> <td>16%</td> <td>4%</td> <td>20%</td> </tr> <tr> <td>Percentage of ECTS</td> <td>4,8</td> <td>1,2</td> <td></td> </tr> <tr> <td>Total</td> <td>80%</td> <td>20%</td> <td>100 %</td> </tr> </tbody> </table> <p>A student has passed the exam if he has acquired a percentage of credits for each learning outcome higher or equal to defined threshold.</p> <p>Grading:</p> <p>A student has passed the exam if he has acquired at least 50% of anticipated credits of a specific learning outcome.</p> <p>If a student has passed learning outcomes of all courses, the accomplished credits (percentages) of all passed learning outcomes are being added, while the final grade is defined upon following table:</p> <table border="1"> <thead> <tr> <th>Range of credits (percentages)</th> <th>Numerical grade</th> <th>ECTS grade</th> </tr> </thead> </table> | | | Outcomes | Pre-exam I | Pre-exam 2 | Assignment (teamwork) | Presentation with a written one check | Threshold | Max | Outcome 1 | 6% | | 4% | 2% | 6% | 12% | Outcome 2 | 8% | | 4% | 2% | 7% | 14% | Outcome 3 | 12% | | 6% | 2% | 10% | 20% | Outcome 4 | | 10% | 6% | 2% | 9% | 18% | Outcome 5 | | 10% | 6% | 2% | 9% | 18% | Outcome 6 | | 10% | 6% | 2% | 9% | 18% | Percentage of ECTS | 1,56 | 1,8 | 1,92 | 0,72 | | | Total | 26% | 30% | 32% | 12% | 50% | 100% | Outcomes | Written exam | Oral exam | Max | Outcome 1 | 8% | 2% | 10% | Outcome 2 | 8% | 2% | 10% | Outcome 3 | 16% | 4% | 20% | Outcome 4 | 16% | 4% | 20% | Outcome 5 | 16% | 4% | 20% | Outcome 6 | 16% | 4% | 20% | Percentage of ECTS | 4,8 | 1,2 | | Total | 80% | 20% | 100 % | Range of credits (percentages) | Numerical grade | ECTS grade |
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| Outcome 1 | 6% | | 4% | 2% | 6% | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcome 2 | 8% | | 4% | 2% | 7% | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcome 3 | 12% | | 6% | 2% | 10% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcome 4 | | 10% | 6% | 2% | 9% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Outcome 6 | | 10% | 6% | 2% | 9% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of ECTS | 1,56 | 1,8 | 1,92 | 0,72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Outcomes | Written exam | Oral exam | Max | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcome 1 | 8% | 2% | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcome 2 | 8% | 2% | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcome 3 | 16% | 4% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Percentage of ECTS | 4,8 | 1,2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 80% | 20% | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Range of credits (percentages) | Numerical grade | ECTS grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|-----------------------|------------------|---|
| | 90,00 – 100,00 | Excellent (5) | A |
| | 75,00 – 89,99 | Very good (4) | B |
| | 60,00 – 74,99 | Good (3) | C |
| | 50,00 – 59,99 | Sufficient (2) | D |
| | 0,00 – 49,99 | Insufficient (1) | F |
| Obligatory literature | | | |
| 1. Grbac, B.: Načela marketinga, EFRI, Rijeka, 2007. | | | |
| Additional literature | | | |
| 1. Grbac, B., Lončarić, D.: „Ponašanje potrošača na tržištu krajnje i poslovne potrošnje”, EFRI, Rijeka, 2010. Poslovni slučajevi iz prakse | | | |

