



# PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION

Sharing Information  
on Progress

Inaugural SIP Report,  
March 2023

## CONTENTS

<b>REPORT STRUCTURE</b>	<b>4</b>
<b>A WORD FROM THE DEAN</b>	<b>5</b>
<b>A WORD FROM THE PRME LEAD</b>	<b>6</b>
<b>About the Faculty</b>	<b>7</b>
<b>About PRME</b>	<b>9</b>
<b>Commitment to SDGs</b>	<b>10</b>
<b>Principle 1: Purpose</b>	<b>10</b>
<b>Principle 2: Values</b>	<b>14</b>
<b>Principle 3: Method</b>	<b>27</b>
<b>Principle 4: Research</b>	<b>35</b>
<b>Principle 5: Partnerships</b>	<b>44</b>
<b>Principle 6: Dialogue</b>	<b>49</b>
<b>Conclusion and future directions</b>	<b>53</b>

## **MISSION STATEMENT:**

Faculty of Economics & Business Zagreb (FEB) is committed to research and education of highly qualified experts, who will successfully and socially responsible respond to contemporary global business and social challenges, hence raising the quality of higher education and science in national and regional environment.

## **VISION:**

The vision of FEB Zagreb is to distinguish itself as the elite national higher education institution, with a recognizable image of a market-oriented and socially responsible organization that provides top quality education and research.

## **FACULTY MOTTO:**

Tradition and innovations in education and research – the path to future.

## **CORE VALUES:**

People first  
Academic excellence  
Integrity and honesty  
Community and social responsibilities

## REPORT STRUCTURE

The structure of the report revolves around the focal points of Ethics, Responsibility, and Sustainability questions addressed so far at our institution. Starting from internal strengths and weaknesses, we cover how we manage our resources, take care of the ethical behavior of students and employees, and how we incorporate those issues into research. Stepping outside our organization, we describe how we impact the community in general and how we contribute to the world of practice, national interests, and how we encourage our students to take a stance on important societal questions and act as true catalysts of change.

### Learning and Teaching



Research  
Managing FEB's resources  
Financial strategies

Students with special needs



Students and Employees  
Ethics and Research



Encouraging team-work and interpersonal Skills Development  
Contribution to the National Culture  
Student-led ERS projects



## A WORD FROM THE DEAN

**Prof. Sanja Sever Mališ, Ph.D.**

**Dean**

Faculty of Economics & Business, University of Zagreb (FEB) is the oldest and largest higher education institution in the field of economics and business economics in the region. The Faculty of Economics & Business, University of Zagreb has a high reputation for educating experts in the areas of economics and business.

The true value and worth of FEB are its graduates whose number has now exceeded 86,000; among them, 856 received a Doctoral degree. Since 1920, numerous individuals have put a lot of effort into building the foundations of the institution, its recognition, and its strength. Approximately 9,000 students attend FEB and are cared for by 262 teachers and 117 non-teaching staff. Students of FEB are integrated into almost every segment of society, making a valuable and important contribution to the academic and scientific community, but also to the development of economic relations in the country and the world.

As the motivation for studying at our school has been growing in recent years we have become increasingly committed to meeting the expectations of our students by developing modern educational programs and by encouraging scientific research. It is our responsibility to embed UN Sustainable Development Goals in our curriculum, research, and business practices creating awareness and ensuring the skills and values of our employees, students, and the community at large that will support them in facing societal challenges of the future.

I want to emphasize that an inspired student must be committed to continuous learning and personal and professional development, especially in these changing times when economics and business are shifting rapidly. The labor market is constantly putting new demands before us AND WE ARE READY TO RESPOND TO the global need.



*"A century of excellence in teaching and research makes us proud and obliged to continuously raise the quality of our work, respond to important social questions, and act as a responsible citizen."*

## A WORD FROM THE PRME LEAD

**Prof. Marina Dabić, Ph.D.**

Full professor,  
Strategic Chair for Accreditations



The FACULTY OF ECONOMICS & BUSINESS ZAGREB (FEB) is accredited with the prestigious AACSB accreditation, which places us in the 5% of leading higher education institutions in the field of business in the world, FEB has been accredited and two times re-accredited by EFMD EPAS accreditation since 2011, and in 2022 FEB is accredited by prestigious accreditation in the field of economics and business economy EQUIS being the only institution in Croatia and one of the few in this part of the world holding this accreditation.

Being part of PRME makes us extremely proud and humble at the same time. As a PRME lead, I see it as a unique opportunity and a valuable contribution to creating a more sustainable society. We are continuing to add footprints in behavior and knowledge withstand by students, employees, organizations, and stakeholders by creating a place and establishing a chance for a better future. With the reputation of the oldest and the largest higher institution in the field of economics and business in Croatia comes great responsibility. To sustain our position and prepare our students for the urging challenges of tomorrow, we must provide them with a global perspective in everything we do. This, not only, teaches them to have a bigger picture in mind, but enhances creativity, enriches their learning environment, and makes them a part of the mindset-changing community.

One of our main goals is to enhance students and employees as liable citizens in terms of ethics, sustainability, and responsibility. Led by our principles of putting people first, and achieving academic excellence, integrity, honesty, and social responsibility, our mission is to be distinguished as an organization that raises the quality of higher education and science in the national and regional environment.

ERS values are linked to the achievements demonstrating how the mission and vision are to serve in achieving the expected outcomes in all fields including FEB's intellectual contributions, teaching processes, and outcomes, as well as its social impact. All those contributions to academic, teaching, and professional excellence will continue to be evaluated against the standards of contributing to humanity, and universally accepted human values, including cooperation and responsibility toward all constituencies as identified by the FEB's Management team and by other relevant institutions.

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## ABOUT THE FACULTY

The Faculty of Economics & Business, University of Zagreb was founded in 1920; it represents the oldest institution of higher education in economics and business in the Republic of Croatia, but also in a wider international context. The Faculty of Economics & Business Zagreb is one of 31 constituents of the University of Zagreb, founded in 1669, which positions it in the group of the oldest universities in Europe. Based on the results of its economic, social, and political activities, the number of current students and members of its Alumni society, the number and the competencies of its professors, associates, and accompanying staff, awarded international accreditations, and many top economists, managers, entrepreneurs and politicians, the Faculty of Economics and Business Zagreb is recognized as leading and largest institution of economic and business education in the Republic of Croatia, and the wider region.

The Faculty of Economics & Business Zagreb is a community of 260 professors and associates who carry out study programs and participate in various research projects. In addition to the teaching staff, there are 115 non-teaching staff members assigned to Faculty's professional services.







The Faculty of Economics & Business Zagreb provides study programs at all levels: professional undergraduate and graduate specialist studies, integrated undergraduate and graduate university studies, then undergraduate and graduate university study programs in English, as well as postgraduate specialist and doctoral study programs in the field economics and business economics, and economics and global security. All study programs of the Faculty of Economics and Business Zagreb are in accordance with the principles of the Bologna Declaration and have valid permits issued by the Ministry of Science and Education of the Republic of Croatia.

The Faculty of Economics and Business Zagreb organizes and hosts many scientific and professional conferences, but also regularly publishes six international scientific journals in the field of economics and business, most of which are indexed in leading internationally relevant citation databases (eg. WoS and Scopus). The Faculty of Economics & Business Zagreb is an important advisory body of the economic system of the Republic of Croatia, while its professors, to a greater or lesser extent, influence the economic policy-making not only in Croatia but also at the level of the European Union. The Faculty of Economics and Business Zagreb is recognized as an important and desirable strategic partner by the largest companies in the Republic of Croatia. This orientation enables our teachers and associates to realize their own research and advisory potentials.

We are proud to point out that the Faculty of Economics & Business Zagreb is the holder of three international accreditations, EQUIS and AACSB Business accreditation at the institutional level, and EFMD Programme Accreditation for the university study program in English Bachelor Degree in Business. Faculty of Economics & Business Zagreb is the only institution in the Republic of Croatia accredited by EQUIS, the world's most prestigious accreditation, and the only holder of three very prestigious international accreditations, which ranks us among the top 1% of faculties in the world, measured by objective international criteria.

To sustain our vision *to distinguish itself as the elite national higher education institution, with a recognizable image of a market-oriented and socially responsible organization that provides top-quality education and research* and keeps our tradition, we want to enable individuals and teams - students and teachers - to develop as experts, scientists, teachers, and responsible members of the community, and will further strengthen the reputation of the faculty and the value of the profession. We focus on development and transparency to achieve key goals, one of which is gaining stronger international visibility. Our priorities will remain increasing the quality of teaching and research, international mobility of students and employees, directing the faculty towards new target groups and intensifying cooperation with the practice and new dimensions of socially responsible activities of the faculty. The focus continues to be integrating the potential of the exceptional individuals that the faculty brings together - current and former employees and students - and further internationalization, for the faculty to attract the best professors and students.



## ABOUT PRME

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world. PRME equips today's business students with the understanding and ability to deliver change tomorrow. With the vision to create a global movement and drive thought leadership on responsible management education and the mission to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development, PRME works closely with the UN Global Compact to have management schools and businesses collaborate on common aspirations and create collective impact. FEB joined the initiative as a signatory and is committing to PRME's six principles:

01

### PURPOSE

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

02

### VALUES

We will incorporate into our academic activities, curricula and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

03

### METHOD

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

04

### RESEARCH

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value.

05

### PARTNERSHIP

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

06

### DIALOGUE

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

## COMMITMENT TO SDGS

### PRINCIPLE 1: PURPOSE

The mission of the Faculty of Economics & Business - Zagreb (FEB) is to be committed to the research and education of highly qualified experts, who will successfully and responsibly respond to contemporary global business and social challenges, hence raising the quality of higher education and science in national and regional environment.

PRME is embedded into FEBs wider Ethics, Responsibility, and Sustainability (ERS) Strategy. ERS strategy is established through main pillars: Stability, Commitment, and Development

#### ■ **Stability**

As the oldest and largest higher education institution in the field of economics and business, FEB is dedicated to retaining and strengthening its position as a leader by applying high standards of teaching and research.

#### ■ *Commitment*

In order to further enhance the prerequisites for creativity and freedom of thought and expression as key factors of success in the academic community, FEB is dedicated to stimulating individual and group initiatives and efforts to deliver remarkable outcomes.

#### ■ *Development*

Great responsibility for its role in national and regional future development is given by FEBs tradition. Therefore, FEB is committed to furthering its integration within the global context and serving as a national/regional cornerstone in facilitating individual development, organizational growth, and overall social prosperity

***“We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy”***



## FEB's STRATEGY - FEB as a platform

In line with the vision of distinguishing itself as the elite national higher education institution, with a recognizable image of a market-oriented and socially responsible organization that provides top-quality education and research, FEB is dedicated to developing a platform that connects all stakeholders with the aim of creating, disseminating, and implementing knowledge. In creating this platform, the strategic focus is on three main pillars: Evolving FEB as a thriving organization, Facilitating individuals to thrive, and integrating FEB into a thriving ecosystem.

The development and adoption of each of these pillars are operationally supported by committees. Each committee is led by academic representatives and contains representatives of academic staff, nonacademic staff, and students. Committees report to the faculty board and are updating it on a regular basis on progress, obstacles, and solutions in the domain of their work making sure that ethics is embedded at each level.

**01**

### EVOLVING FEB AS THRIVING ORGANIZATION

- Evolving FEB STRUCTURE
- Evolving FEB PROCESSES
- Evolving FEB RESOURCES
- Evolving FEB CULTURE

**02**

### FACILITATING INDIVIDUALS TO THRIVE

- Students
- Academics
- Professionals
- Administrators

**03**

### INTEGRATING FEB INTO A THRIVING ECOSYSTEM

- ACADEMIC community
- BUSINESS community
- SOCIAL community



## Accreditation

Faculty of Economics & Business, the University of Zagreb is guided by the criteria of excellence in its scientific research, educational, economic, and social activities. This is compounded by four important accreditations that the Faculty is proud to hold. The first and most important is national accreditation which, based on the legal basis, enables the teaching process at all study programs that the Faculty is the holder of. In addition to the national accreditation, the Faculty of Economics & Business, University of Zagreb proudly carries three prestigious international accreditations (EQUIS, AACSB, EFMD program accredited) that have ensured international visibility and recognition for the Faculty and its study programs, according to the highest global standards of quality in teaching and extracurricular activities, and for employers additional confirmation of the excellent competencies of our students. FEB is as well ISO Quality Management certified ISO 9001: 2015.



## PRINCIPLE 2: VALUES

With aspiration and dedication to achieve its mission of continued commitment to research and education of highly qualified experts, who will successfully and responsibly respond to contemporary global business and social challenges, hence raising the quality of higher education and science in the national and regional environment, FEB strongly relies on its **core values** of **putting people first**, achieving **academic excellence**, **integrity**, and **honesty**, and community and social responsibility.

*“We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact”.*

### 1) PUTTING PEOPLE FIRST

Putting people first is highlighted as the most important FEB's value. All employees and students are FEBs strongest asset and its mission can be achieved only by creating and nurturing the environment that will enable teachers, administration, and students to thrive. FEB is rewarding their employees for excellence in research, it is rewarding students for their exceptional work but at the same time encouraging them to volunteer and to implement a healthy lifestyle.

#### Rewards

In order to support and encourage their employees and students to aspire towards excellence in their work FEB has an encouraging and rewarding system in place.

All employees can enroll in the FEBs' study programs with the expenses covered by FEB.

FEB and its Management recognize and **reward excellence in research**. Thus, the Dean awards the FEB faculty members who publish in the best-ranked journals annually. On FEB's anniversary (December 1) the Dean presents the faculty members who had the most successful research projects and publications with annual recognition and financial rewards.

All academic employees are granted 2.000 € biannually for participating in conferences of their choice.

Committees for recognition of scientific and research activities as well as the Students recognition committee is presenting Dean the distinguished Faculty members and students for their research and teaching work and suggest acknowledgments and awards.

Awards for scientific work are named after FEBs merited professors:

- ▶ Mijo Mirkovic award for scientific papers from the field of socio-economic sciences.
- ▶ Ferdo Spajic award for the best master's thesis in the field of accounting.
- ▶ Fedor Rocco award for the best scientific and professional paper in the field of marketing
- ▶ Pero Jurković award to young scientists in the field of finance.

The best students of the Faculty of Economics in Zagreb were presented with Dean's awards for success in studies, written works, and extracurricular activities.

Awards are given to researchers according to their scientific achievements for the overall scientific productivity measured by citation and h-index in the last 5 years and for the overall scientific productivity measured by the number of papers and citations in a year.

Excellence in teaching is awarded to the best teacher in the university study program and Professional study program.

## Healthy lifestyle at FEB

FEB is promoting a healthy lifestyle among students and employees. On the FEB premises, there is a fully equipped sports gym that is at the disposal of all employees free of charge. As well there is an option of free exercise with a professional trainer. Aside from that, in order to encourage its employees to exercise, FEB has provided a Multisport Card (Multisport card) that enables a discount for over 380 sports facilities in Croatia where one can choose activities according to their personal preferences.

Students are encouraged to join different student sports groups organized by the Faculty. In order to support creating habits of healthy lifestyle P.E. is a mandatory subject for students in the first year of study.

There are two restaurants at FEBs premisses offering breakfast and healthy snacks during the day. For lunch, three cooked meals are prepared every day enabling students and faculty staff to have their diet and nutrition intake planned according to their needs. The price of the meal is cost-based for faculty staff, and it is subsidized by the University for the students.







## Students with special needs

FEB has set up an Office for Students with Special Needs and appointed the Coordinator for Students with Disabilities (SWD) as the link between the SWD, the faculty, and the professional staff, as well as with the SWD Office at the University level. Each SWD is invited to contact the Coordinator regarding exercising his or her rights in adjusting to the study process and/or the examinations, as well as other issues related to their special rights. In order to increase the Coordinator's efficiency and to establish better communication, the school has appointed sub-coordinators in all 17 departments. Student volunteers also assist SWDs in their everyday activities providing support and helping the SWDs in their school activities. The Dean has recognized this constant commitment of student volunteers in assisting SWDs in their activities at the school premises (during the classes, in the restaurant, while participating in student associations' activities, etc.) and awards them with a special recognition each year.

Since the majority of FEB's students with special needs are those with physical disabilities, the adjustments at the premises were first arranged in the access to the classrooms in the main building, the restaurant, and the sanitary facilities. FEB set up an office with an appointed faculty member responsible for helping and alleviating the obstacles at the institution. FEB is investing significant resources in order to facilitate access to study for SWD; partial adjustments have been intensified since 2007 to adjust the policies and facilities to cater to the needs of SWDs; thus the parking lots have been adapted, the stairs are marked by signs for the visually impaired, the restaurant and the restrooms have been suited for wheelchairs, etc.), and the building on the Borongaj Campus has been fully adapted for SWDs. Finally, thanks to a high level of communication with the Service for Technical and General Affairs, cooperation has been established to service SWDs' needs and facilitate their access to the parts of the building that did not allow for the aforementioned adjustments.

The Head of FEB's LDC and one FEB's student have participated in the University of Zagreb's Tempus project EduQuality and were the co-authors of several manuals related to SWD issued since 2013 as the outcome of the mentioned project. Voluntary involvement of one faculty member and several employees of the non-teaching staff have kicked off an initiative under the title Sport for the Blind Extends Perspective that inaugurated sporting activities for the visually impaired students, goalball, to the SWDs and other students from several University of Zagreb's faculties. The activity was conducted in collaboration with a visiting professor who runs the goalball team at the University of California, Berkeley. In cooperation with our SWDs, the Association of Ideas, and the Office for SWD of UNIZG, the guidelines for providing the conditions for quality of education were produced in a publication entitled Students with Disabilities at the Faculty of Economics – Zagreb (Čižmešija, M. and Udiljak Bugarinovski Z, eds. Zagreb: Faculty of Economics & Business 2014).

In all departments and courses, SWDs who need extra help can request technology or special arrangements in classrooms and/or examinations (e.g., easy access to lecture rooms, or special exam arrangements). As regards these special arrangements, FEB adheres to the accessibility policy of the University of Zagreb



### PROJECT EXAMPLE:

#### Brain loves healthy

- Brain loves healthy is a long-term **eSTUDENT** project that attracts a large number of students every year, and its main goal is to motivate and interest primarily young people to take care of their own health. Special emphasis is placed on proper diet, regular exercise, mental health and extremely important personal motivation. The project includes educational lectures and interactive workshops conducted in cooperation with experts from the respective fields.

### STRESS CAFÉ – BURNOUT SYNDROME

The workshop organised by CCDO aimed at raising awareness of the situations that cause stress and at finding creative ways to cope with stress and challenging situations. In today's working environment, stress is inevitable and ubiquitous and can cause a **burnout syndrome** and other damaging disorders. The awareness of how to deal with stress is an effective method of prevention such and much less intense imbalances caused by constant and prolonged exposure to the causes of stress. Effective stress management, on the other hand, can help to break the stressful period and be happier, healthier and more productive. Workshop outcomes:

- awareness of participants' own stressors
- getting acquainted with certain skills of prevention and coping with stress.



## 2) (ACHIEVING) ACADEMIC EXCELLENCE

Among seven designated centers of excellence in 2014 by the Croatian National Council for Science, Higher Education, and Technological Development, FEB gained the status of **Scientific Center of Excellence** in the field of social sciences – Science Center of Excellence for school effectiveness and management (the center leader FEB).

Within the core value of achieving academic excellence, one of the key focus is on active involvement in scientific journals as well as on active involvement of academia in nationally and internationally funded scientific research projects.

### Faculty journals

The faculty is issuing six different journals tackling a wide range of scientific and professional topics from the FEBs domain. **Acta Turistica** is focused on tourism research;

**Market-Tržište** is a scientific journal for marketing theory and practice; **InterEULawEast** – is a journal for International and European Law, Economics and Market Integrations; **Poslovna izvrsnost ( Business Excellence)** is a scientific journal oriented toward academics and practitioners dealing with a quality and broader economic topics united under the title of business excellence; **Zagreb International Review of Economics and Business** covering a wide range of macroeconomics, microeconomics, management, marketing and tourism topics, and **Zbornik Ekonomskog fakulteta u Zagrebu (Proceedings of Faculty of Economics and Business)** covers a wide range of social topics in the field of economics via scientific and professional papers, book reviews, and other economics and business research outputs.



### Editorships in scholarly journals and professional magazines

In addition to its journals, FEB faculty members actively participate in editorial teams of 165 scholarly or professional journals, conducting roles of chief editors, editors, associate editors, members of editorial boards etc. Around 30% of these journals are indexed in the Web of Science Core Collection.

As many as 146 faculty members of editorial teams and 41 (25%) serve as editors in international journals published in Croatia, followed by 22 UK-based journals, 17 USA, 12 Polish, and 10 journals published in Bosnia and Herzegovina.

The following table shows the percentage of FEB's core faculty who participate in editorial activities by department.







Department	No of teaching staff	No of editors	% participating faculty
Department of Accounting	24	13	54,17%
Department of Business Foreign Languages	12		
Department of Demography	7	2	28,57%
Department of Economic Theory	13	10	76,92%
Department of Finance	20	12	60,00%
Department of Informatics	14	9	64,29%
Department of International Economics	13	9	69,23%
Department of Law	9	4	44,44%
Department of Macroeconomics and Economic Development	23	13	56,52%
Department of Managerial Economics	18	9	50,00%
Department of Marketing	23	15	65,22%
Department of Mathematics	11	7	63,64%
Department of Organisation and Management	24	12	50,00%
Department of Physical Education	6		
Department of Statistics	15	11	73,33%
Department of Tourism	11	7	63,64%
Department of Trade and International Business	18	13	72,22%
<b>TOTAL</b>	<b>261</b>	<b>146</b>	<b>55,94%</b>

FEB is very proud to outline the quality and engagement of its research staff. That is recognized in the scientific community and FEB researchers are invited to editorial boards of some of the most prominent scientific and professional journals. A list of

## Highlights of research projects & SDGs relation

Croatian Science Foundation (CSF) a few years ago introduced grant support for scientific research projects. FEB has shown great success with successful applications and approved grants over the years. FEBs professors were active in writing proposals for EU-funded projects. The successful outcome and progress over the years are visible from the number of currently active scientific research projects funded. Generally, in the last 5 years, FEB got **161 scientific research projects and 45 professional/commercial projects** funded.

Source of financing	Project title	Project start	Sustainable Development Goals		
Croatian Science Foundation	Empowering financial capability of young consumers through education and behavioural intervention	01.02.2020	4	12	
Croatian Science Foundation	Sociodemographic determinants of energy consumption in Croatia	01.01.2020	1	7	8
Croatian Science Foundation	Croatian School Children's Attitudes About Mathematics: Evaluation and Outreach Strategies for a More Effective Curriculum Reform	09.10.2019	4		
Croatian Science Foundation	Challenges of Financial and Non-financial Reporting by Public Sector Entities in the Changing User Needs Environment	01.10.2019	16	17	
Erasmus+	Solidary Europe for Inclusive Society	01.03.2022	4	10	
Erasmus+	Sustainable Development Goals in Education and in Action!	01.01.2022	4	11	
Erasmus+	VOIS - Virtual Open Innovation Environment for SMEs	01.01.2022	9		
Erasmus+	Teaching Sustainability in Higher Education in the Field of Economics and Management	31.12.2020	4	11	
Erasmus+	Building the Universities of the Future through Social Innovation Education	01.12.2020	4	9	
Erasmus+	PROSPER: Promoting Social entrepreneurship in higher Education for a prosperous society	01.12.2020	4	17	
Erasmus+	Challenges and practices of teaching economic disciplines in era of digitalization	01.11.2020	4	17	
Erasmus+	Teaching Institutional Resilience and Prompt Reaction to Crisis: Good Governance Experiences in Europe	01.09.2020	4	16	
Erasmus+	Higher Education Curricula Development on the Collaborative Economy in Europe	01.09.2019	4	9	
European Regional Development Fund ERDF	Wool as Outstanding Opportunity for Leverage	01.03.2020	1	11	17
European Social Fund ESF	SHARE - Survey of Health, Ageing and Retirement in Europe	19.06.2018	3	8	
European Structural and Investment Funds	Connected Stationary Battery Energy Storage	13.03.2020	7	13	
Horizon 2020	Health, economic and social implications of the COVID-19 pandemic: Lessons from the SHARE panel	01.11.2020	3		
Horizon 2020	OpenInnovation – Research Translation and Applied Knowledge Exchange in Practice through University-Industry-Cooperation (OpenInnoTrain)	01.01.2019	4	9	17
Horizon 2020	Strengthening European Food Chain Sustainability by Quality and Procurement Policy	01.03.2016	2	12	
IAEA International Atomic Energy Agency	Economic Appraisal of Small Modular Reactors Projects: Methodologies and Application	30.10.2020	7		
Polish National Agency for Academic Exchange	Central European Network for Sustainable and Innovative Economy	01.10.2019	8	9	





## Conferences

FEB faculty members are actively involved in a number of conference organizing committees. During the last 5 years period, FEB faculty members contributed as an organizing committee member at 15 conferences that attracted more than 850 participants. Here we name a few conferences organized in the past two years

- International Conference IEEE–TEMSCON EUROPE 2021 “Innovation Networks, Entrepreneurship, Information Technology, and Artificial Intelligence”
- International Conference „The Science and Development of Transport – Znanost i razvitak prometa“ Transformation of Transportation - ZIRP 2020 held in Sibenik.
- 2020 EMAC Regional Conference “Challenging the status quo in marketing research”
- The international scientific conference ENTERPRISE ODYSSEY
- The 28th Annual Symposium of the Society for Nonlinear Dynamics and Econometrics, 2020

## 3) INTEGRITY AND HONESTY

### ■ *Ethical Guidelines in Research*



The strategic focus on scientific work strongly reflects the strengthening of the visibility of FEB's journals in the international scientific arena. In its publishing portfolio, the school publishes 6 scientific journals and 1 working papers publication in the field of social sciences, i.e. economics and business. In addition to their commitment to the scientific and research quality of their work, the editors take care to respect the criteria of academic integrity and ethics throughout the publishing process. All journals have adopted Publication ethics and malpractice statements, which are in line with the principles of the international association COPE – Committee on Publication Ethics. The statements describe the publishing processes that apply to all stakeholders in the publishing process in an academic journal, namely authors, reviewers, publishers, editorial boards, and end users. In a transparent manner, the rights, responsibilities, and the possible consequences for misconduct are stated. In addition to ethical guidelines, these statements support open access to scientific papers, and thus support the principles of open science. The publishing process also includes the verification of the authenticity of the submitted manuscripts via the Turnitin software. FEB journals are indexed in relevant bibliographic databases in the field of economics and business. Two journals are indexed in both the Scopus and WoS citation databases, *Acta Turistica* and *Market*.

### ■ *Ethical policies at FEB*

In line with the core value of integrity and honesty students and employees are familiarised with the FEBs ethical code. The Ethical Committee is a body that provides for the implementation of the Ethical Code. Non-compliance with the ethical code is taken seriously and possible disciplinary actions that are within the jurisdiction of the Ethics Committee for Employee Disciplinary Procedures and Committee for Student Disciplinary Procedures are presented in the disciplinary code. Policies and documents used to govern ERS activities are: Guide book for students with disabilities, Ethical code for students, Ethical code for employees, Disciplinary code for employees and Disciplinary code for students

## 4) COMMUNITY AND SOCIAL RESPONSIBILITY

### ■ *Encouraging teamwork and interpersonal skills development*

Student interactions promote alternative views, opinion sharing, as well as tolerance, positive competition, and teamwork. By interacting with other students on projects, presentations, or class assignments students learn how to work in teams effectively, which enables them to develop interpersonal and teamwork skills that are necessary for their future careers.

As FEB recognizes the importance of student-student interactions for developing emotional and social intelligence skills it continuously encourages these interactions both within the curricula and by organizing extra-curricular activities. One such activity was a guest lecture on “Why is emotional intelligence necessary for success?” held in May 2016 by Boris Blaženić, a professor of psychology and a consultant for many international and national companies including NATO, Croatian Telekom, Oracle, Raiffeisen Bank, Unicredit bank, European Broadcasting Union, Siemens, OMV, Emerson, Johnson & Johnson, etc.

The aforementioned guest lecture on emotional intelligence presented a sort of a tipping point for raising awareness of mental health. With the rising uncertainty and change of working conditions, the need for education in terms of protecting mental health of its students and employees is widely recognized as an area to focus on.

### ■ *Encouraging project-based work*

In order to improve the quality of the classes, expand the students’ experience, and build future competences among students, FEB’s faculty are encouraged to include as much project-based work and teamwork is allowed by the course syllabus. This provides additional avenues for the students to improve their presentation skills, communication skills, and project running skills. Student-student interactions, which contribute significantly to the learning process and objectives, are encouraged through case studies and problem-solving activities that require them to analyze cases of companies or specific business situations and reach a consensus on how to proceed and which decisions to make. These assignments usually lead to group presentations and written business documents that contain different types of market and company analyses, feasibility studies, business plans, marketing plans, etc.





## Principle 3: Method

### PRME IN THE CURRICULUM

In order to improve the quality of the classes, expand the student's experience, and build future competencies among students, **FEB's faculty** are encouraged to include as much **project-based work** and teamwork is allowed by the course syllabus. This provides additional avenues for the students to improve their presentation skills, communication skills, and project running skills. **Student-student interactions**, which contribute significantly to the learning process and objectives, are encouraged through **case studies** and **problem-solving activities** that require them to analyse the cases of companies or specific business situations and reach a consensus on how to proceed and which decisions to make. These assignments usually lead to group presentations and written business documents that contain different types of market and company analyses, feasibility studies, business plans, marketing plans, etc.

#### ■ *Course: Corporate Social Responsibility*

Global problems that involve the organization of a company are frequently described as challenging, non-linear meta-problems with long-term consequences, adverse effects, and non-transparent cause-effect structures, often with non-corrigible consequences. Corporate social responsibility represents the concept of corporate governance which by its nature includes making a profit but also satisfying social and environmental criteria with the principle goal of providing sustainability and satisfaction to all stakeholders involved.

Corporate social responsibility is not a static and linear concept but a process of continuous negotiations and redefinition of the achievable. Outcomes that corporate responsibility covers also change in time and in relation to the cultural aspects. Being responsible does not represent a fixed, unchangeable condition set up as a result of using certain business activities in practice or as a result of methods integrated into business activities. Instead, responsibility includes willingness, capacity, and opportunities on the basis of which business organizations learn and integrate changeable expectations of society into its risk management, management of change and opportunity, as well as into the ways in which these practices satisfy the expectations of its business environment. Corporate social responsibility, therefore, represents the current state of affairs and constantly changes its appearance thereby altering the limits of the possible. Corporate social responsibility can offer a platform for short-term performance and long-term health of the organization; it can formulate adequate aspirations and create a time frame for their fulfillment. It embodies the change of processes and systems thus transforming the behavior of all stakeholders involved.

*'We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.'*

During the course, students are working on their understanding of the wider context of corporate social responsibility phenomena and the new role of business within society.

### ■ *Course: Change Management*

The course is designed to prepare students for work in a constantly changing environment and new business situations in local, regional, and international markets.

The constant change in how, where, and why people work has become the condition sine qua non of the modern organization. Among them, the fastest, easiest, and most successful to adapt are likely to survive, while others almost surely will not. Due to all of the above-mentioned students have to be prepared for continuous changes in their points of view, attitudes, understanding, and behavior by recognizing the weak and the constantly evolving signals coming from the market. The power of argument and facts has to be a constant challenge for future leaders.

Sophisticated and complex feelings coming out as the output of the process of change and their understanding within and in a wider organizational work context are crucial for facilitating change from a reactive to a proactive mode. During the course, students are required to face their own resistance to change in order to better understand the whole process of change, its life cycle, and the basic rules defining it.

### ■ *Course: Management of socially responsible projects*

The goal of the course is to acquaint students with the knowledge, skills, and abilities to successfully manage projects that have an impact in the social context. The content of the course is aimed at acquiring professional knowledge needed at different levels of project responsibility, and participants are gaining knowledge and skills needed to structure a socially responsible project by setting realistic goals, and learn to use effective tools for planning and preparing a socially responsible project, as well as its management through lectures on practical examples and solving individual and team tasks. During this course students should -Develop interpersonal communication through working in teams: (a) in class through the creation of group solutions and role-playing, (b) outside of class through work on a socially responsible project; Gain knowledge in the areas of project management development through all phases of project life cycle development, and recognize the importance of diversity in the work environment; Anticipate environmental events and analyze them and determine their impact; Recognize key technological trends and their impact on the business environment; Demonstrate the ability to make fact-based decisions; Test their own psychological limitations when making decisions; Apply psychology with the aim of interpreting the behavior of other team members through all stages of the implementation of a socially useful project.

Students are guided to develop and demonstrate leadership skills and influence others through teamwork in and outside of class, that is, through the realization of a project useful to society and to demonstrate ethical thinking and behavior through all elements of creating and implementing a socially useful project.

### ■ *Course: Sustainable marketing and ethics*

The course is designed to bring students closer to and clarify issues of sustainability and ethics in marketing thinking and action. The course is presenting the current ethical and sustainability challenges faced by modern companies, which are looking for effective solutions and effectiveness in their implementation. Special attention is paid to decisions and actions within the marketing function. The main purpose of the course is to train students to independently design a sustainable approach within the marketing function with the aim of improving the overall responsibility and responsible strategy of an individual company's market performance.

### ■ *Course: Sustainable development and natural resources*

In this course students are theoretically analyzing natural resources to understand their importance in the context of sustainable development, investigating different approaches to the classification of natural resources, and analyzing the contribution of natural resource capital to production, income, employment, and export and fiscal revenues, their role in times of crisis, and their positive externalities at the national and global level

The aim of this course is to enable students to understand the connection between economic growth and natural resources, and to critically analyze the exploitation of natural resources, as well as the social and ecological consequences.

Students are familiarized with natural resource policies and with the sustainable management of natural resources and their effects on the economy. During this course, they are developing knowledge about sustainable fishing, forestry, conservation of water, land, and air, and the ability to understand the connection between economies rich in renewable natural resources, drivers of conflict, and prevention.

### ■ *course: Socially responsible management of supply chains in retail*

The aim of the course is to train students in socially responsible management of supply chains in retail. As part of the course, students will analyze the processes in the supply chain and will learn about the specifics of supply chain management for different product categories. At the same time, the aim of the course is to conceptually define socially responsible business and explain the specifics of socially responsible management of supply chains in retail, with an emphasis on processes in the supply chain and achieving a competitive advantage.



### ■ *Course: Pollution emissions trading*

The aim of this course is to familiarize students with the pollution emissions trading system, with the reasons for and against the implementation of this environmental protection regulatory instrument, the way emissions trading schemes work, their key elements of design and implementation, and key decisions that affect the management of emissions trading. The goal is also to acquaint students with the specifics of the existing emission permit markets in the world and with the impact of this regulatory instrument on individual regulated sectors as well as on the economy as a whole.

### ■ *Course: Environment and Economy*

The aim of the course is to acquaint students with a normative and positive analysis of the environment as well as with specific methods related to environmental economics. Primarily, an analytical framework is given for the assessment of pollution and pollution reduction measures for air, water, and toxic materials. Furthermore, the goal is to train students to evaluate the quality of environmental protection measures using economic analysis; to identify the main areas of the practical application of environmental and economic analysis; to demonstrate the ability to make factually based decisions when deciding on environmental regulation; Choose an adequate regulatory instrument in the field of environmental protection; Calculate the incremental benefits and costs of environmental regulation; Use and understand professional publications on the topic of regulation of pollution emissions; Clarify the basics of the mutual influences of the environment and the economy; Differentiate between the characteristics of environmental and private goods; Describe the shortcomings of the market mechanism in the analysis of environmental problems. Students are taught to solve the issue of choosing an adequate instrument of regulation for different forms of pollution.

### ■ *Course: Sustainable agriculture*

The aim of the course is to acquaint students with the basic theoretical and professional concepts and principles of sustainable agriculture. During the course, students will develop the knowledge necessary to understand the interdependence of agriculture and the environment. After completing the learning process in this course, students will be able to explain how agricultural production through various agricultural practices affects the state of the environment and how the state of the environment determines the economic performance of agriculture in a given economy. Students will be able to define the local and global perspectives of cause-and-effect relationships between agriculture and the environment. In addition to students being able to demonstrate knowledge about the impact of agriculture on soil, water, air, and climate change, the course provides students with a basis for assessing the energy efficiency of agriculture. The course prepares students for the use of acquired theoretical and professional knowledge about the effect of environmental policies in agriculture on agricultural production and the environment in the assessment and selection of appropriate environmental regulation policies in agriculture with special emphasis on agricultural policies in the European Union.

### ■ *Course: Traffic and environment*

Understanding the problems and effects (positive and negative) of today's rapid traffic growth. Acquiring specific knowledge and skills necessary for performing tasks in the application of the most modern technological solutions with the aim of increasing the energy efficiency of transport and increasing its safety with as little burden on the environment as possible.

During the course, students learn to analyze different phenomena of the relationship between traffic and the environment using known analytical methods and are taught to be able to formulate their own methods of analysis; to identify and analyze the emergence and development trend of new technological phenomena and their impact on the relationship between traffic and the environment and to choose and apply adequate knowledge in the field of micro and macroeconomics in the analysis of various traffic and environmental phenomena.

### ■ *Course: Cross-cultural management*

Increasing the cultural complexity of contemporary social and business environments requires an understanding of the importance of coping with and managing cultural differences in a way that they become an opportunity. This course should provide an intellectual and experiential forum for developing the necessary interpersonal-intercultural skills by learning to identify cultural aspects of the behavior of persons from different cultures. The course should provide detailed expertise in dealing with a wide variety of cultural situations, challenges, and paradigms, thus learning skills that will be useful for working effectively in multi-cultural teams, cross-cultural negotiations, and international careers. Set in a multi-cultural setting via cooperation with the University of Houston, the course puts a strong emphasis on practical applications that will be enhanced through exercises, case studies, and cross-cultural group projects.



## Course example: Marketing for non-profit organizations

Over the course of 10 years, the instructors in the **Marketing for non-profit organizations** courses, which is taught in both Croatian and English, emphasized the practical application of the concepts learned throughout the course by collaborating with non-profit organizations in Croatia and abroad.

Initially, the collaboration was set through a group project for an NPO 'client' where the students work in teams of 3-5 on a problem that was set by the NPO in the client brief and presented to the students at the beginning of the semester. The goal is to apply the knowledge and key concepts learned and discussed throughout the course and develop a comprehensive marketing plan for this NPO. By the end of the semester, the students present their projects to the NPO representatives and course instructors, and the final grade in the course accounts for 30 – 50 % of the final grade. The best groups are also offered opportunities to actively participate in the implementation of the suggested strategies and tactics.

Considering the different student needs and personality traits, this approach allows the students to choose between two practical activities in the course (as part of their grade):

- volunteer work (individual work, minimum 30 hours per semester) OR
- project work (group work for an NPO client)

While the general idea behind project work is the same, the volunteer work aims to provide the students with opportunities to deep dive into the non-profit sector allowing them to fully understand the processes, challenges, and opportunities ahead. The course instructors contact the NPOs and develop a list of NPOs that the students will be collaborating with during the semester. The average number of NPOs involved in a semester is 12, and in the first week of the class, the representatives present their organisations and explain the marketing activities that the students will be participating in. In the second week, the students choose their preferred NPOs and hold orientation meetings with their NPO mentors. The students work with the NPO mentors throughout the semester and write a reflective diary of their experiences and work (minimum of 4 entries). By the end of the semester, the students are graded on the basis of the NPO mentors' feedback and the instructors' assessment of the work presented, and the reflective diaries.

Since the dual approach to the practical application was introduced, on average, 60% of the students opt for volunteer work, and 40% opt for project work. Many student volunteers remain connected to the NPO even after even after completing the course.





## Project Spotlight: Financial Literacy of elementary school students

FEBs student association Economic Clinic created a program the “Financial Literacy of Elementary School Students” with the aim to develop children’s financial literacy through education about basic financial and economic terms.

Children of primary school age are taught about the difference between needs and wants, the concepts of money, currency, cards, and credit as well as the importance of saving and making rational decisions about purchases.

The project is organized as a series of four interactive workshops brought to children in the second and third grades of primary schools in their classroom. During covid restrictions, classes were organized online.

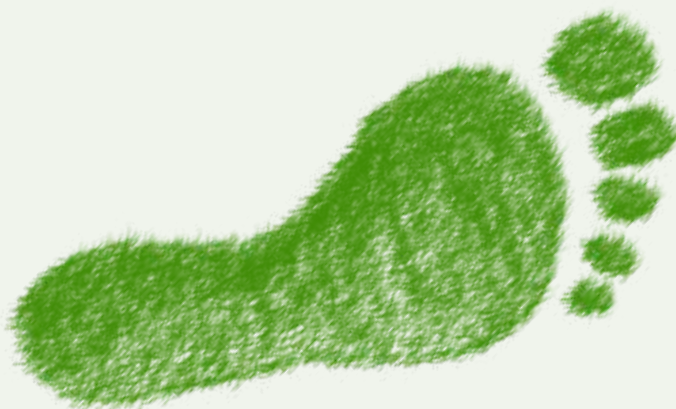
Students are reaching out to the school directors to offer the program for their pupils. With the agreement of the school director and the class teacher, students hold a workshop once a month on one of four topics.

- 1.) “Needs and desires” - a module in which, through play, children are introduced to the difference between a desire and a need
- 2.) “Money, currency and cards” - the term money, currency, and cards is defined
- 3.) “Banks, loans and savings” - we teach children in a simple way what banks do, what loans, interest and savings are.
- 4.) “Smart consumer” - explains to children in a simple way the steps in the shopping process and how to become responsible and reasonable consumers.

In one classroom, the program is performed by two members of the association. One member is in the role of lecturer, and the other member assists in the implementation of the project. The topics are correlated and of different complexity, and the lecture lasts 45 minutes, i.e. one school hour.

Through a game and storytelling, adapted to their age, children are getting familiarised with the basic financial concepts they encounter every day.

FEB students carry out this project throughout the school year in primary schools in the city of Zagreb, but also in the surrounding area - for example in Sesvete, Sveta Nedelja, and Velika Gorica. Also, in the school year 2018/2019, the project was performed at the hearing and speech rehabilitation center SUVAG, and in the 2019/2020 school year, it is also performed at the pediatrics department of the Zagreb Clinical Hospital Center. FEB students are heartfully engaging in project with the aim of making sure that children get to know the basics of the financial system in a timely manner so that they grow into educated citizens.



## Project spotlight: App Kuna

In the research conducted by the Croatian National Bank and HANFA, it was shown that financial literacy in the Republic of Croatia is at the level of 11.7 points out of a possible 21, which indicates that there is certainly room for improvement. Students of FEB together with the Faculty of Electrical Engineering and Computer Science, University in Zagreb, created the application “Kuna” which became available in July 2020, with the aim of improving citizens’ financial literacy.

The application aims to educate and raise awareness about the importance of financial literacy. By educating and understanding financial terms, users acquire knowledge and skills that can help them in employment but also learn how to manage their own budget more efficiently.

OECD defines financial literacy as a combination of information, knowledge, skills, attitudes, and behavior necessary to make correct financial decisions for the realization of individual well-being. Therefore, three basic categories were measured in the research: financial knowledge, financial behavior, and attitude toward spending money.

The educational quiz enables users with the opportunity to learn and check their knowledge in five categories: taxes, savings, pensions, investments, and loans. Within each category there is educational content followed by a quiz of 15 questions, the minimum number of points won is 15, while the maximum point threshold is 45.

Also, the application offers an “accessibility” option in that the user is offered a higher contrast module, enlarged font, and a font intended for people with dyslexia.

The application is intended for citizens who want to acquire and expand basic financial knowledge. By combining educational content in the form of text and video material and checking what has been learned in the form of a quiz, it is ensured that users learn and use the acquired knowledge in everyday life.



## Principle 4: Research

*"We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value'.*

### FEB SCIENTIFIC RESEARCH ACTIONS:

**01****Action 1**

FEB has developed the scientific research strategy in alignment with the research strategy of UNIZG

**02****Action 2**

FEB provides support to researchers involved in scientific and research projects.

**03****Action 3**

Published scientific articles, papers, books, monographs etc. are recorded properly.

**04****Action 4**

The Library Documentation Center records and evaluates the scientific productivity by applying adequate bibliometric methods.

**05****Action 5**

Successful scientists are awarded.

**06****Action 6**

Organization of workshops, seminars, info-days on opportunities and ways to lead domestic and international scientific research projects.

**07****Action 7**

National and international scientific research projects are recorded.







FEB's main objective is to maintain its reputation as the most cited and influential scientific and educational HEI in Croatia (measured by WoS and Scopus), whose teachers/researchers serve as an example of good practice for comparable institutions. Therefore, FEB's management continuously fosters strong research culture among its faculty members, which has substantially improved over the years. This is clear from its Research Outputs, which have been published regularly from 2017 onwards (URL: <https://www.efzg.unizg.hr/research/feb-research-output/39584>). High priority is placed on research profiles in terms of engagement, innovation, performance, impact, ERS, and culture to advance economics and business theory and practice.

The faculty's scientific activity is also manifested in the number of published books and book chapters, and through active participation in scientific and professional conferences

## Recently published research on PRME-related issues

Selection of published articles in the period 2019-2021. Source: Scopus journals ranked in Q1 or Q2 quartiles of subject category	SDG
Smolić Š., Čipin I., Međimurec P. (2021) Access to healthcare for people aged 50+ in Europe during the COVID-19 outbreak. <i>European Journal of Ageing</i> . DOI: 10.1007/s10433-021-00631-9.	3
Mudrazija S., Angel J.L., Cipin I., Smolic S. (2020) Living Alone in the United States and Europe: The Impact of Public Support on the Independence of Older Adults. <i>Research on Aging</i> , (42) 5-6, pp. 150-162. DOI: 10.1177/0164027520907332.	3
Vučković V., Škuflić L. (2021) The effect of emigration on financial and social pension system sustainability in Eu new member states: Panel data analysis. <i>Economics and Sociology</i> , (14) 1, pp. 145-158. DOI: 10.14254/2071-789X.2021/14-1/10.	3
Shirazi M., Ghasemi A., Šimurina J. (2021) The impact of the North American shale gas technology on the US' energy security: the case of natural gas. <i>International Journal of Sustainable Energy</i> . DOI: 10.1080/14786451.2021.1979002.	7
Capuder T., Miloš Sprčić D., Zoričić D., Pandžić H. (2020) Review of challenges and assessment of electric vehicles integration policy goals: Integrated risk analysis approach. <i>International Journal of Electrical Power and Energy Systems</i> , (119) , art.no. 105894. DOI: 10.1016/j.ijepes.2020.105894.	7
Tiberius V., Stiller L., Dabić M. (2021) Sustainability beyond economic prosperity: Social microfoundations of dynamic capabilities in family businesses. <i>Technological Forecasting and Social Change</i> , (173) , art.no. 121093. DOI: 10.1016/j.techfore.2021.121093.	8
Dabić M., Vlačić B., Paul J., Dana L.-P., Sahasranamam S., Glinka B. (2020) Immigrant entrepreneurship: A review and research agenda. <i>Journal of Business Research</i> , (113) , pp. 25-38. DOI: 10.1016/j.jbusres.2020.03.013.	8



Selection of published articles in the period 2019-2021. Source: Scopus journals ranked in Q1 or Q2 quartiles of subject category	SDG
Sinčić Ćorić D., Lučić A., Brečić R., Šević A., Šević (2020) An Exploration of Start-ups' Sustainable Marketing Orientation (SMO). <i>Industrial Marketing Management</i> , (91) , pp. 176-186. DOI: 10.1016/j.indmarman.2020.09.002.	9
Franc S., Časni A.Č., Barišić A. (2019) Determinants of Migration following the EU Enlargement: A Panel Data Analysis. <i>South East European Journal of Economics and Business</i> , (14) 2, pp. 13-22. DOI: 10.2478/jeb-2019-0010.	10
Harvey M., Moeller M., Kiessling T., Dabic M. (2019) Ostracism in the workplace: 'Being voted off the island'. <i>Organizational Dynamics</i> , (48) 4, art.no. 100675. DOI: 10.1016/j.orgdyn.2018.08.006.	10
Ledić M., Rubil I. (2021) Beyond Wage Gap, Towards Job Quality Gap: The Role of Inter-Group Differences in Wages, Non-Wage Job Dimensions, and Preferences. <i>Social Indicators Research</i> , (155) 2, pp. 523-561. DOI: 10.1007/s11205-021-02612-y.	10
Kovac I., Vuletic A., Mlinarić D. (2020) Environmental responsibility of Croatian road freight transport enterprises. <i>International Journal of Retail and Distribution Management</i> , (48) 9, pp. 1023-1035. DOI: 10.1108/IJRDM-07-2019-0248.	11
Brečić R., Sinčić Ćorić D., Lučić A., Gorton M., Filipović J. (2021) Local food sales and point of sale priming: evidence from a supermarket field experiment. <i>European Journal of Marketing</i> , (55) 13, pp. 41-62. DOI: 10.1108/EJM-07-2019-0604.	12
Knezevic B., Kurnoga N., Anic I.-D. (2019) Typology of university students regarding attitudes towards food waste. <i>British Food Journal</i> , (121) 11, pp. 2578-2591. DOI: 10.1108/BFJ-05-2018-0316.	12
Bucar K., Van Rheenen D., Hendija Z. (2019) Ecolabelling in tourism: The disconnect between theory and practice. <i>Tourism</i> , (67) 4, pp. 365-374. DOI: .	12
Čavlek N., Cooper C., Krajinović V., Srnc L., Zaninović K. (2019) Destination climate adaptation. <i>Journal of Hospitality and Tourism Research</i> , (43) 2, pp. 314-322. DOI: 10.1177/1096348018793507.	13
Melović B., Dabić M., Rogić S., Đurišić V., Prorok V. (2020) Food for thought: Identifying the influential factors that affect consumption of organic produce in today's youth. <i>British Food Journal</i> , (122) 4, pp. 1130-1155. DOI: 10.1108/BFJ-10-2019-0761.	13
Chen J.M., Zovko M., Šimurina N., Zovko V. (2021) Fear in a handful of dust: The epidemiological, environmental and economic drivers of death by PM2.5 pollution. <i>International Journal of Environmental Research and Public Health</i> , (18) 16, art.no. 8688. DOI: 10.3390/ijerph18168688.	15



FEB Zagreb's research and publishing activity is intensive, both in terms of issuing periodical scientific journals and publications and of supporting and participating the publishing of numerous textbooks written by FEB's professors for the school's classes as well as schools and colleagues teaching in various fields of economics and business administration science presents the best journals where FEB authors are publishing on ERS topics

Journal title	Quartile	Impact Factor JCR 2019
JOURNAL OF CLEANER PRODUCTION	Q1	7.246
JOURNAL OF BUSINESS RESEARCH	Q1	4.874
SUPPLY CHAIN MANAGEMENT-AN INTERNATIONAL JOURNAL	Q1	4.725
INDUSTRIAL MARKETING MANAGEMENT	Q1	4.695
CORPORATE SOCIAL RESPONSIBILITY AND ENVIRONMENTAL MANAGEMENT	Q1	4.542
CURRENT ISSUES IN TOURISM	Q1	4.147
ELECTRONIC COMMERCE RESEARCH AND APPLICATIONS	Q1	3.824
JOURNAL OF HOSPITALITY & TOURISM RESEARCH	Q1	3.816
INTERNATIONAL JOURNAL OF ELECTRICAL POWER & ENERGY SYSTEMS	Q1	3.588
PUBLIC RELATIONS REVIEW	Q2	2.321
ECONOMIC RESEARCH-EKONOMSKA ISTRAZIVANJA	Q2	2.229
BRITISH FOOD JOURNAL	Q2	2.102
RESEARCH ON AGING	Q2	2.0

Besides the described projects, **FEB's researchers are also actively involved a number of other scientific R&S projects either as members of the research group or as prime researchers.** Some of them include

- Teaching Sustainability in Higher Education in the Field of Economics and Management – funded by the Erasmus+ programme
- Building the Universities of the Future through Social Innovation Education – funded by Erasmus+ programme
- Promoting social entrepreneurship in higher education for a prosperous society – funded by Erasmus+ programme
- Strengthening European Food Chain Sustainability by Quality and Procurement Policy – funded by Horizon 2020



## Examples of ERS scientific projects led by FEB researchers

### 1. Potentials and Obstacles of Social Supermarkets Development in Central and Eastern Europe

An example of a scientific project covering ERS issues led by FEB members is a project funded by the Croatian Science Foundation entitled **Potentials and Obstacles of Social Supermarkets Development in Central and Eastern Europe** (grant number UIP-2014-09-4057). Of 17 members of the research group, 8 of them were from FEB. The project ran with the rationale that the economic crisis caused the rising unemployment and the increasing poverty in the EU, while the traditional distribution channels usually generated surpluses that could be used effectively to decrease the problems of poverty. Moreover, research studies showed that **Social Supermarkets**, as a new retail format, became an increasingly important factor in **reducing poverty across Europe** through more efficient distribution of the generated surpluses of goods, which was the main research topic.

The research project had **five main goals**: (O1) to review of the existing situation of social supermarkets in Europe and assess social supermarket development phases, (O2) to explain of a socio-economic impacts of social supermarket across Europe, (O3) to summarize and compare the good practices of social supermarkets in CEE countries, (O4) to explain the existing strategic and operational management issues in social supermarkets in CEE countries, (O5) to identify and describe the key potentials and obstacles of social supermarket development in CEE countries.

The goals were fulfilled through **four stages**: the first stage resulted in an review of the existing situation of **social supermarkets in Europe** together with an overview of their development in the context of the existing socio-economic situation in given markets. In the second stage of the **project infield interviews** were conducted in Croatia, and the **current position of social supermarkets in Croatia** were analysed and compared. Then, infield interviews and **situation analyses were carried out in Poland, Lithuania, and Serbia**, which, together with Croatian findings resulted in the summary of best practices in the countries and identifying the key potentials and obstacles of social supermarket initiatives in those markets. In the third phase, the survey was carried out in Croatia, Poland, Lithuania, and Serbia, and divided into 2 streams: (i) general management issues in social supermarkets and (ii) retail operation management in social supermarkets. The fourth phase was a round table panel and publication of an international book on the development of social supermarkets in CEE.

As part of the named project, **250 gifts from individual donations collected by FEB faculty, staff, and students** were distributed to children, the users of the Social Supermarkets of the Duga humanitarian association in Vukovar (where FEB's representatives also participated in the distribution). Moreover, FEB Zagreb also donated a symbolic amount to cover additional needs of the Social Supermarket in Vukovar. At FEB's initiative, some other business entities, FEB friends, also joined the donation campaign.

In the final **panel discussion, held at FEB on the potentials of further development of social supermarkets in the context of a sustainable economy**, the speakers included the Assistant Minister of Agriculture, the managers and / or founders of social supermarkets in Osijek, Zagreb, Rijeka, Našice, Vukovar, Križevci, Virovitica, and the leaders of social supermarkets from Koprivnica, Čakovec, and Belišće, as well as the representatives of the Zagreb Archdiocese Caritas. At the end, an **international scientific monograph showing the project results under the title Social Supermarkets as Entrepreneurial Ventures in Socially Responsible Economy** was presented.

## 2. EU-funded project - Leaps of Knowledge – Engaged Community

This project that gathers the faculties and civil society organizations for **sustainable development** of local communities to enable the students of FEB and the Faculty of the Graphic Arts University of Zagreb to acquire new knowledge and skills for **community development** by establishing a **sustainable program of socially useful learning** and cooperation with CSOs and between faculties. The project includes the students and the faculties at both institutions and **20 associations** in which the method of **socially useful learning** in the eight courses will be implemented.

The purpose of the projects was to involve the students and their professors in increasing **their sense of social responsibility** and commitment to **improving the quality of life in the community and society**, and the objective was to apply the method of socially useful learning at both HEIs by **strengthening the social responsibility of teachers**, by creating or updating **courses built upon the method of socially useful learning**, by creating plans for **involving students in the work of CSOs**, and by implementing the method of socially useful learning in CSOs with mentoring support – 40 students included in the work of 20 associations.

Examples of educational workshops to strengthen ERS and develop new projects are Digital Communications and Advertising, Principles of Sustainable Development and Global Sustainable Development Goals, Cross-sectoral Cooperation and Good Governance; and visiting lectures at the faculties on the work of CSOs involved in the project. The project yielded the following resulted:

- 8 professors and 15 NGO representatives educated about the method of socially useful learning and way to apply it,
- modified curricula for university courses at both faculties (modified FEB courses: Interactive Marketing Communication, Internship, Market Research, Marketing for Non-Profit Organisations and Management for Non-Profit Organisations),
- 20 plans for inclusion of students in the work of 20 CSOs and 40 students involved,
- 8 educational workshops held with the aim of raising awareness of social responsibility of the academic community and 6 guest lectures held university lectures on involvement in the project.



## Principle 5: Partnerships

### Connections between R&D and the world of practice

Due to the historical position of FEB as the leading actor in business and management sciences in Croatia and SEE, many of its research activities are connected to practice-oriented research and policy improvements. By operating from Croatia's capital, it is only natural for the faculty to collaborate among the local and international middle-size and large companies, small businesses, and NGOs. Since the impact zone of the FEB covers the entire country, firms, and organizations countrywide benefit from scientific production.

As FEBs further reinforce and strengthen their research capability, the range of research activity has increased in terms of disciplinary reach, methodological approaches, and representation along the continuum from fundamental, more theoretical contributions to applied for **practice-facing work**. The emphasis across FEB is principally focused on **impactful research**, reflecting both the traditional roots of research in the FEB and the increasing emphasis within the Croatian higher education and regulatory environment, where importance is placed on demonstrable impact beyond the disciplinary domain academic community.

FEB faculty members are actively engaged in both academic research and research relevant to the world of practice. **271 practice-oriented research articles** were published in the five-year period and yielded an excellent impact on the world of practice. FEB faculty play a leading role in professional associations, FEB has agreements with more than hundred and twenty **partners** from the world of practice

*'We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.'*



## Project Spotlight:

### **BUILDING THE UNIVERSITIES OF THE FUTURE THROUGH SOCIAL INNOVATION EDUCATION (BUFSIE)**

2020 for the Erasmus + program, the EU Agency for Mobility and Programs has accepted funding for the Strategic Partnership in Higher Education

A total of 7 partners from Croatia, Germany, Spain, Greece, and Cyprus will participate in the project activities. Five of the partners are higher education institutions: Faculty of Economics & Business, University of Zagreb (CR), Friedrich Alexander University (DE), University of Barcelona (ES), University of Macedonia (GR), and University of Cyprus (CY), while the remaining partners are non-profit organizations focused on social, academic and entrepreneurial development.

The European Union's Higher Education Agenda clearly emphasizes the growing need for more entrepreneurial citizens and more socially engaged people. The Modernization Program for European Higher Education Systems calls for action to encourage entrepreneurial and innovative skills and to foster higher education institutions' links with society. This is also reflected in the key priorities of the European Union's renewed Higher Education Agenda, according to which European higher education institutions should combat future mismatched skills and contribute to innovation, inter alia, by supporting the cultivation of transversal skills (ie entrepreneurial and social skills).

To this end, the BUFSIE project aims to build the universities of the future by helping teachers to firmly integrate Social Innovation Education (SIE) into their culture and teaching practice and, also, to empower students with a mix of entrepreneurial and active civic competencies relevant to progress in 21st century.

The aim is by the BUFSIE Project to increase the new educational pedagogy of socially innovative education by moving to a different level of education (ie higher education) than originally conceived (ie primary and secondary education) and to help European higher education institutions to increase entrepreneurial and civic competencies their students.





### Project spotlight: Entrepreneurial Bootcamp: Explore entrepreneurship

FEBs student association in January 2019 organized free education with the aim of encouraging the entrepreneurial spirit through various methods used in business such as business canvas, design thinking, and pitch. The aim of this three-day long, free workshop was to encourage young, ambitious people to develop their own ideas, improve presentation skills, develop an entrepreneurial spirit and face real entrepreneurial challenges and solutions. The topic of the educational boot camp was detecting, analyzing, and solving challenges in the community, the connection of challenges in tourism, innovations in tourism, entrepreneurship in tourism, and examples of good practice, and ecotourism.

A network of experienced lecturers and entrepreneurs gave lectures and led workshops. Participants were divided in small groups and worked with mentors that can adequately advise them in the development stages of their idea. Professionals were at their disposal to answer all economic, financial, and marketing questions, as well as those related to idea development, writing a business plan, and methods of communication. Participants were developing their entrepreneurial idea, guided by mentors, and presenting progress at the end of each day. Each team prepared a presentation on their project presented it and the winning project was elected. All the participants gained new knowledge on entrepreneurship, generating ideas, teamwork, and networking with like-minded individuals and experienced professionals.

### Project spotlight: It pays to know!

The project “pays to know” is organized in the month marking financial literacy, with the aim of spreading and promoting financial literacy among citizens, especially young people. Professors from the department of marketing and Finance organized this project in partnership with Štedopis - an Institute for Financial Education in Zagreb, the student association Economic clinic, the Financial Club, the Debate Club, and the Association of Croatian high school pupils and Wüstenrot.

During the project a number of workshops for high school students, workshops for citizens, debates and the round table were organized. The emphasis was on teaching high school students about personal finance to acquire basic knowledge and therefore be participants in responsible consumption.

To further motivate high school students, the organizing committee also arranged a contest within which high school students recorded a short video and humorously explained the importance of financial literacy.

The final event, a round table was held at the FEB (April 2016) under the auspices of the Croatian President. The importance of financial literacy in modern society, the needs to include financial education in the curriculum of secondary schools had been discussed. Apart from FEBs the professors, Deputy Minister of Finance and the Treasurer General, Governor of the Croatian National Bank, representative of the Ministry of Science, Education and Sports, the head of a curriculum reform, board member and partner of Ernst & Young Ltd. commented on their past activities for the financial literacy of young people and the conditions for sustained financial education of youth through curriculum civic education in the Republic of Croatia.

## Project Spotlight: Chile as OECD Member

Sharing Valuable Experience with Croatia on Path to Membership, was held on December 5, 2018 at 11 am in Hall 3 at the Faculty of Economics, University of Zagreb.

A roundtable was organized by the Faculty of Economics and Business of the University of Zagreb ([link](#)) and the Embassy of the Republic of Chile in the Republic of Croatia in cooperation with the Faculty of Economics of the University of Rijeka and the Institute for Public Finance. In 2010, Chile became the first Latin American member of the OECD (Organisation for Economic Co-operation and Development), an international body that brings together the most developed states of the world.

Having in mind Croatia's interest in joining this organization, getting acquainted with Chilean experience can be of great importance to Croatia. Therefore, Chile's representatives will share their experiences during the negotiations for entry into the OECD, which they joined in 2010, and thus fulfilled the stated goal of becoming the first South American member of the OECD. Mr. Felipe Morandé Lavín, Permanent Representative of Chile to the OECD, presented how OECD membership has influenced the process of formulation and implementation of Chilean policies, while Mr. Rodrigo Monardes Vignolo, adviser to the Chile's Permanent Delegation to the OECD, will focus on the technical aspects of Chile's accession process to the OECD.

## Project spotlight: SHARE

The Survey of Health, Ageing and Retirement in Europe (SHARE) is a research infrastructure for studying the effects of health, social, economic, and environmental policies over the life course of European citizens and beyond. From 2004 until today, 480,000 in-depth interviews with 140,000 people aged 50 or older from 28 European countries and Israel have been conducted. SHARE is the **largest pan-European social science panel study** providing internationally comparable longitudinal microdata which allows insights into the fields of public health and socio-economic living conditions of European individuals.

Croatia joined SHARE in Wave 6 (2014-2015). FEB is a Scientific Partner Institution of the SHARE and SHARE-ERIC. The country team leader of the SHARE study in Croatia is Prof. Šime Smolić, PhD from the FEB. The SHARE study is a prime example of a truly European research infrastructure that exists largely because of its European dimension. It is crucial to point out that the data collected by the survey questionnaire are harmonized ex-ante across Europe, which significantly contributes to the improvement of international comparative research. The main value of this project lies in the diversity of collected data, with each participating country contributing to this diversity with data on living conditions, health, pension, and social policies. More information about the SHARE is available at <http://www.share-project.org/>



## Principle 6: Dialogue

Implementing 6th principle of Dialogue into all FEBs actions is necessary for fulfilling the mission of continued commitment to research and education of highly qualified experts, who will successfully and responsibly respond to contemporary global business and social challenges.

The Faculty is supporting and encouraging dialog through 12 student associations active at the FEB and various projects in their organization. Examples include projects like Meetup, Academy for family farms, Business Matchmaker, LUMEN Business competition, Business Career Day etc. Student associations at FEB are very active and throughout every academic year, they organize different activities for FEB students, but also for the high school students, the community in general, different volunteer projects etc. With the support of FEB professors, students are organizing conferences, high-profile international events, business case contests, national-wide projects (like free advice to entrepreneurs on how to solve business problems in Business Clinic), in-class corporate projects, internships, visits to companies, etc.

Furthermore, most courses offer additional tutoring classes that are supervised by course coordinators and instructors and taught by student tutors who are recruited from the best 3<sup>rd</sup> and 4th-year students. The selection criteria for these student tutors are rigorous and include excellent grade point averages, excellent grades from the course they are tutoring, a good grasp of the topic, and developed interpersonal skills.

Dialogue is embedded throughout the all abovementioned examples. In this final section on values, we're highlighting a few more events and projects developed and presented by FEBs students, or professors with the active involvement of students engaging the wider student population, companies, NGOs, and the wider community.

***'We will facilitate and support dialogue and debate amongst educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability'.***



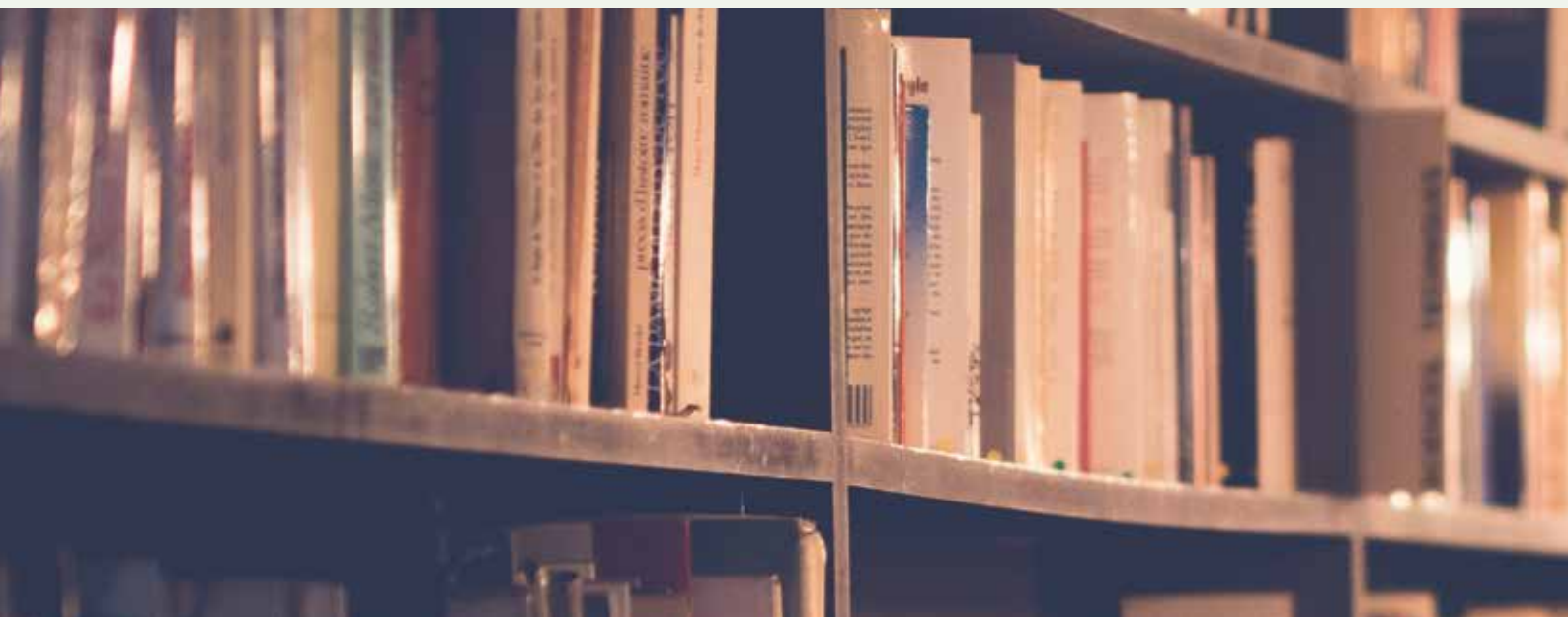
### Project spotlight: Collaboration with the Museum of Arts and Crafts (MUO)

FEB became academic partner of the largest exhibition in MUO 2018 by signing on March 1, 2018 an Agreement on mutual cooperation in realising an exhibition entitled Sixties in Croatia: Myth and Reality, dedicated to a key period in recent Croatian history from 1958 to 1971, with an emphasis on economic development and the prosperity of society. The exhibition marked the emergence, introduction and development of marketing in the 1960s in Croatia as an academic discipline at FEB Zagreb and the application of marketing knowledge and skills in business practice in companies. Professional lectures for the general public will be given by teachers of the Department of Marketing, and special professional guided tours of the museum will be provided for students.

### Project spotlight: Museum web shop – student project

In the winter semester of AY 2016/2017 as a part of the compulsory course Marketing Management FEB students (42 students) participated in the project of creating a new museum web shop. Students have chosen among different Croatian museums: the Museum of Contemporary Art, Museum of Illusions, Museum of Broken Relationships, Dražen Petrović museum, The Mimara museum etc.

The student assignment was created in collaboration with the museum principals and students and had a real-life project to tackle. They first had to visit the shops at the museums to get the impression of what was already done and then create the shopping experience for online visitors. Students detected the weaknesses and strengths and offered constructive directions for future upgrading of the gift shops.



### Project spotlight: Family farming -OPG Academy

Family Farming (Obiteljsko Poljoprivredno gospodarstvo-OPG)

The OPG Academy is a free educational program for all OPGs as well as for the general public who wants to be further educated about the possibilities of business orientation towards agriculture

It is organized annually since 2016 and it gathered more than 1,500 OPG members, farmers, and interested parties in more than 20 lectures!

Guided by the fact that only 5% of OPGs have agricultural education, that the share of agriculture in GDP is only 3.8%, and that the number of family farms had been in decrease over the years this student association invested its time and money to help educate and advise OPGs, farmers and support those with interest in starting family farms.

The goal is to bring Family Farming closer to people of all ages and awaken the entrepreneur in them and diminish stereotypes.

Organised workshop and lectures evolve around four main topics

- Entrepreneurship - starting a business
- Marketing product placement
- Support in rural development
- Loans and differences between rural development measures and loans

Program is being delivered with support of professionals from different areas and is sponsored by different NGOs and companies.

In 2018 they created a dedicated Facebook page Academy for OPG ( Akademija za OPG) for this program in order to gather all interested parties in one place and enable easier communication. Information on relevant events are shared, as well as information on relevant EU programs and grant calls rural development. OPG Academy is organizing thematic educational webinars and offering free consultations to interested parties.

In 2021 survey was conducted among FB page members in order to research needs for areas and determine lecture topics for the 2021 event with high demand for a lecture on entrepreneurship in agriculture.

With their selection, the followers declared that they were most interested in the topics of starting a business and ecological farming in entrepreneurship. The economic clinic issued e-booklet with more information on entrepreneurship in agriculture, and their partners IPS Consulting prepared a step by step guide for starting a family farm.



### Project spotlight: The School of Public Speaking

The goals of this project are to prepare students for better business and everyday communication, to teach them how to deal with the fear of public speaking, to support them in learning how to present convincingly and independently, and to encourage them to pursue critical thinking. Planned learning outcomes are realized through interactive lectures and workshops and work in small groups in accompanied by mentors.

The project itself is designed as a three-day conference where participants attend lectures and workshops held by communication and rhetoric experts, where they gain practical and theoretical knowledge about communication, presentation and public speaking. With knowledge of non-verbal communication and presentation skills, they learn how to be confident, convincing speakers who have the power to catch and hold the interest of their audience.

In addition to the fact that the educational aspect of this project is particularly emphasized, it is necessary to highlight the importance that participants have of getting to know each other, socializing, and strengthening their self-confidence in a different social environment, which will be a valuable experience for them.

At the end of the three-day education, students are holding the final public speech, which they practiced with their mentors.

This project organized by the FEBs students association Debate club, with the support of FEBs professors was awarded the Deans award as well as the Rectors award for socially responsible work in the academic and wider community.

### Project spotlight: Business Matchmaker,

is a one-day event with the goal of connecting successful companies with final-year students of the Faculty of Economics - Zagreb.

By participating in the project, students are given the opportunity to make a personal presentation to a group of desired companies, i.e. to their potential employers. In a manner of speed dating, students have a round of 6-minute job interviews with a number of employees, many of them represented by FEBs alumni. The most successful students are selected for a short circle of 15-minute interviews where they have the opportunity to receive an internship or job offer.

## Conclusion and future directions

Ethics, responsibility, and research are deeply interwind with all the FEBs actions, processes, and practices directed to fulfilling its mission of committing to research and education of highly qualified experts, who will successfully and responsibly respond to contemporary global business and social challenges, hence raising the quality of higher education and science in the national and regional environment. They are present and guiding star in all FEBs research, teaching, and events including the scientific community, business community, and NGOs as well as students, alumni, and the wider community in executing its vision of distinguishing itself as the elite national higher education institution, with a recognizable image of a market-oriented and socially responsible organization that provides top quality education and research in practice.

Though embedded in the FEBs mission, vision, and activities, the Inaugural PRME report outlined the further need for improvement of ESR communication and strategic positioning. Through lessons learned, in the upcoming period, FEB is committed to developing a more efficient data-gathering process and progress monitoring process of FEBs ERS engagement. The focus will be placed on improving ERS mapping in the curriculum and improving ERS communication with the aim of further raising awareness of the importance of sustainability and making it an integral part of the daily routines of our teachers, administration, and students daily life.

With emphasizing our core values of putting people first, achieving **academic excellence**, **integrity**, and **honesty**, having a strong impact on the community and being **socially responsible** we believe that engaging in the PRME community would provide us with the further opportunity to connect with the global community, learn about best practices and applying them, access new knowledge to enrich our learning and teaching methods and environment, raise awareness on important social and environmental issues, and take our ERS practices to an international level.







## Tradition and Innovations in Education and Research The Path to Future

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