

Broj 01/ 1705

Podgorica, 16.06.2022. godine

**UNIVERZITET CRNE GORE**  
**-Odboru za doktorske studije i Senatu-**

**PODGORICA**

**Predmet: Materijal za sjednicu Odbora i Senata**

Poštovani,

U skladu sa članom 46. Pravila doktorskih studija, dostavljamo Vam materijal za narednu sjednicu Odbora za doktorske studije, odnosno Senata Univerziteta Crne Gore i to:

-Obrazac PD (Prijava teme doktorske disertacije) sa propratnom dokumentacijom za kandidata mr Filipa Petrovića.

 **DEKAN**  
*Mijat Jocić*  
Prof. dr Mijat Jocić

**UNIVERZITET CRNE GORE**  
**EKONOMSKI FAKULTET PODGORICA**  
**DOKTORSKE STUDIJE**  
Br. 01/ 1704  
Podgorica, 16.06.2022. god.

Na osnovu čl. 64. Statuta Univerziteta Crne Gore, člana 34. Pravila doktorskih studija, Vijeće Ekonomskog fakulteta je na sjednici održanoj 16.06.2022. godine donijelo

**ODLUKU**

1. Predlaže se Komisija za ocjenu podobnosti teme doktorske disertacije „**Uloga internacionalizacije u pozicioniranju univerziteta i podsticaju inovacija i nacionalne konkurentnosti (The role of internationalization in positioning universities and fostering innovation and national competitiveness)**“ i kandidata **mr Filipa Petrovića** u sastavu:
  - Dr Danijela Jaćimović, redovni profesor, Ekonomski fakultet Podgorica, Univerzitet Crne Gore, mentor;
  - Dr Joao Correira Leitao, vanredni profesor, Univerzitet Beira Interior Kovilja, Portugalija, komentor;
  - Dr Julija Cerović Smolović, docent, Ekonomski fakultet Podgorica, Univerzitet Crne Gore, član.
2. Odluka se dostavlja Centru za doktorske studije UCG na dalji postupak.

**OBRAZLOŽENJE**

Kandidat **mr Filip Petrović** se obratio Komisiji za doktorske studije sa Prijavom teme doktorske disertacije (obrazac PD) i zahtjevom da se imenuje Komisija za ocjenu podobnosti teme doktorske disertacije „**Uloga internacionalizacije u pozicioniranju univerziteta i podsticaju inovacija i nacionalne konkurentnosti (The role of internationalization in positioning universities and fostering innovation and national competitiveness)**“ i kandidata.

Komisija za doktorske studije je, nakon razmatranja dokumentacije i zahtjeva kandidata, predložila Vijeću fakulteta da donese Odluku da se imenuje Komisija za ocjenu podobnosti teme doktorske disertacije „**Uloga internacionalizacije u pozicioniranju univerziteta i podsticaju inovacija i nacionalne konkurentnosti (The role of internationalization in positioning universities and fostering innovation and national competitiveness)**“ i kandidata **mr Filipa Petrovića**.

Na osnovu izloženog odlučeno je kao u dispozitivu.

DOSTAVLJENO:

- a/a
- referentu doktorskih studija,
- Centru za doktorske studije.





**UNIVERZITET CRNE GORE  
EKONOMSKI FAKULTET  
- KOMISIJI ZA DOKTORSKE STUDIJE -**

**Poštovani,**

Obraćam vam se ovim putem u namjeri da vas informišem da svoju doktorsku disertaciju želim raditi na engleskom jeziku, što član 11 Pravila doktorskih studija na Univerzitetu Crne Gore omogućava.

Kao što vam je već poznato, komentor u mom istraživanju je doc. dr Joao Correira Leitao, profesor sa Univerziteta Beira Interior iz Kovilje, Portugalije, koji se ne služi zvaničnim jezikom Crne Gore, pa se rad i komunikacija sa njim se odvijaju na engleskom jeziku.

Pored toga, moje istraživanje podrazumijeva i studijske posjete univerzitetima u Portugaliji, Slovačkoj i Sloveniji, gdje takođe zbog različitog jezika važne djelove svog kvalitativnog istraživanja (izrade analize slučaja) ću raditi na engleskom jeziku.

Kako je i tema mog istraživanja internacionalizacija univerziteta, a uzorak čine 4 zemlje, moja lična želja je da uradim istraživanje čiji rezultati kasnije mogu biti korišćeni i razumljivi svima, čime želim da dam naučni doprinos ovoj nedovoljno istraženoj oblasti.

Nadam se da iz svega navedenog razumijete moju namjeru da disertaciju radim na engleskom jeziku i da u tome imam vašu saglasnost.

**S poštovanjem,**

**mr Filip Petrović,**  
doktorand, D07/16

## PRIJAVA TEME DOKTORSKE DISERTACIJE

OPŠTI PODACI O DOKTORANDU	
Titula, ime i prezime	Filip Petrović, MSc.
Fakultet	Ekonomski fakultet
Studijski program	Doktorske studije ekonomije
Broj indeksa	D 7/16
Ime i prezime roditelja	Dragan Petrović
Datum i mjesto rođenja	13. 10. 1989. Podgorica
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BIOGRAFIJA I BIBLIOGRAFIJA	
Obrazovanje	<p><b>2016 – danas</b> Doktorske studije Ekonomskog fakulteta Univerziteta Crne Gore</p> <p><b>2014.</b> Magistarske studije, magistar ekonomskih nauka (60 ECTS), Ekonomski fakultet, Univerzitet Crne Gore, srednja ocjena: 10.00</p> <p><b>2012.</b> Osnovne studije, bachelor ekonomije (240 ECTS), Ekonomski fakultet Univerziteta Crne Gore, srednja ocjena: 9.80</p> <p><b>2008.</b> Srednje obrazovanje, ekonomski tehničar, Srednja ekonomska škola „Mirko Vešović“ Podgorica, srednja ocjena: 5.00, diploma „Luča“</p> <p><b>2004.</b> Osnovno obrazovanje, OŠ „Vuk Karadžić“ Podgorica, srednja ocjena: 5,00, diploma „Luča“</p>
Radno iskustvo	<p><b>April 2018 – danas</b> Referent za evidenciju i procjenu imovine, plaćanje obaveza i naplatu potraživanja, Biotehnički fakultet, Univerzitet Crne Gore;</p> <p><b>April 2017 – danas</b> Nacionalna kontakt osoba za Marija Sklodovska Kiri akcije, Horizont 2020, Ministarstvo nauke Crne Gore;</p> <p><b>Mart 2016 – mart 2018.</b> Kordinator crnogorske EURAXESS mreže, Rektorat, Univerzitet Crne Gore;</p>

	<p><b>Novembar 2015 – april 2018.</b>  Stručni saradnik za cjeloživotno učenje,  Rektorat, Univerzitet Crne Gore;</p> <p><b>Oktobar 2014 – maj 2015.</b>  Savjetnik za međunarodnu saradnju,  Ministarstvo poljoprivrede i ruralnog razvoja Crne Gore;</p> <p><b>Jul 2013 – jul 2015.</b>  Predsjednik Asocijacije studenata Južne i Istočne Evrope i regiona Crnog mora “ASECU Youth”</p> <p><b>Januar – oktobar 2013.</b>  Saradnik u nastavi, angažovan na predmetima: Osnovi ekonomije i Upravljanje ljudskim resursima, Ekonomski fakultet, Univerzitet Crne Gore</p> <p><b>Septembar 2011 – jul 2013.</b>  Generalni sekretar Asocijacije studenata Južne i Istočne Evrope i regiona Crnog mora “ASECU Youth”</p> <p><b>Septembar – decembar 2011.</b>  Student–demonstrator, angažovan na predmetu: Osnovi ekonomije, Ekonomski fakultet, Univerzitet Crne Gore</p>
<p>Popis radova</p>	<p><i>Petrovic F. (2011, September), Economy of Montenegro, Relevant Issues of Development of World Economy and Economy of Countries of the Southern and Eastern Europe, Rostov on Don, Russia, ISBN 978-5-7972-1740-4</i></p> <p><i>Petrovic F. (2012, July), Foreign Direct Investments as the Challenge for Montenegro's Economy, Current Challenges of the Global Economy, Iassi, Romania, ISBN: 978-973-703-782-4</i></p> <p><i>Petrovic F. (2013, July), Creating a Digital Economy of Montenegro, Knowledge Economy – Impact on Development of the Countries from South and South East Europe, Kotor, Montenegro, ISBN 978-86-80133-64-5</i></p> <p><i>Petrovic F. (2014, July), Poverty Issue in Montenegro, Socio–Economic Regional Development in the context of European Integration, Rzeszow, Poland, ISBN 978-83-7996-094-1</i></p> <p><i>Petrovic F. (2015, July), Impact of national defence system on Economy of Montenegro, Improving Business and Socio-Economic Environment for Enhancing Competitiveness, Belgrade, Serbia, ISBN 978-86-403-1502-9</i>  Danijela Jaćimović and <i>Filip Petrović: A Hot and Cold Power Struggle for Influence: Russia – Montenegro Relations</i>, u</p>

	monografiji EU-Russia Relations and the Future of Europe: Views from Capitals, editors in chief: Michael Kaeding, Johannes Pollak and Paul Schmidt, Palgrave Macmillan, London, 2022, forthcoming.
<b>NASLOV PREDLOŽENE TEME</b>	
Na službenom jeziku	„Uloga internacionalizacije u pozicioniranju univerziteta i podsticanju inovacija i nacionalne konkurentnosti“
Na engleskom jeziku	"The role of internationalization in positioning universities and fostering innovation and national competitiveness"
<b>Obrazloženje teme</b>	
<p>Ovaj rad istražuje doprinos različitih dimenzija intelektualnog kapitala (IK) institucija visokog obrazovanja (IVO) njihovom učinku i podsticanju inovacija i nacionalne konkurentnosti.</p> <p>Univerziteti su važne ustanove u jednom društvu i igraju fundamentalnu ulogu u socijalnom, ekonomskom, kulturnom i političkom razvoju zemlje (Shahbazi et al. 2011).</p> <p>Ukupan intelektualni kapital institucija visokog obrazovanja (IKIVO) može se objasniti kao sva nematerijalna imovina, koja uključuje: procese, inovativne kapacitete, patente, priznanje od društva, ali i prećutna znanja, sposobnosti, talente i vještine svojih kadrova, kao i njihovu umreženost i kontakte (Ramirez and Gordillo 2014, Rossi et al.2018, Veltri et al. 2014; Secundo et al. 2015; Pedro et al. 2019, Iu et al. 2009). IKIVO ima važnu ulogu i utiče na performanse visokoškolskih ustanova pružajući im konkurentsku prednost (Više u odjeljku „Pregled literature“).</p> <p>Pozicioniranje univerziteta, odnosno mjerenje njihovog učinka, tj. performansa, moguće je zahvaljujući referentnim rang listama, kreiranim od strane međunarodnih tijela, među kojima su najpoznatnije i najpouzdanije <i>The Academic Ranking of World Universities (ARWU)</i> i <i>Times Higher Education World University Rankings (THE)</i>. Rad IVO, na tim rang listama, vrednuje se i personifikuje kroz: nastavu, istraživanje, internacionalizaciju i prenos znanja.</p> <p>Iako su internacionalni aspekti visokog obrazovanja (diseminacija rezultata istraživanja, individualna mobilnost studenata i istraživača, izvoz sistema visokog obrazovanja) zabilježeni još između XVIII i XIX vijeka (De Wit and Merckx, 2012), internacionalizacija univerziteta pojava je koja zahtijeva dalja istraživanja. Ona podrazumijeva razvoj visoko talentovanih, naučnih, ljudskih potencijala, a ima poseban značaj za stvaranje i razvoj IK, posebno u malim ekonomijama, poput Crne Gore. Internacionalizacija je jedna od najvažnijih vrijednosti u standardima performansi visokoškolskih ustanova (Bas et al. 2017), a može se objasniti kao integracija međunarodne i međukulturalne dimenzije u svrhu nastave, istraživanja i pružanja usluga IVO (Knight, 2004, Childress, 2009). Kako finansiranje IVO postaje predmet stručne rasprave, kategorija koja takođe dobija na značaju je transfer znanja. Prenos znanja, zajedno sa internacionalizacijom, strateško je pitanje koje obezbeđuje sredstva za razvoj visokoškolskih ustanova i podrazumijeva aktivnosti koje generišu ili koriste znanje izvan akademske zajednice (Pedro, Alves, Leitao, 2020).</p> <p>Konkurencija na tržištu visokog obrazovanja nametnula je univerzitetima da uvijek traže različite i nove načine i sredstva za privlačenje studenata, ali i odličnih naučnika - predavača i istraživača, koji su prepoznati kao glavne interesne grupe, tj. stejkholderi IVO. Pod uticajem globalizacije, internacionalizacija je pronašla način da univerzitetima pruži veću i kvalitet rada, a</p>	

samim tim i bolju poziciju na tržištu visokog obrazovanja. Zbog toga bi male, a ipak nedovoljno razvijene zemlje, posebno one u kojima univerziteti imaju dominantnu ulogu u inovativnoj djelatnosti, poput Crne Gore, trebalo posvetiti posebnu pažnju internacionalizaciji i prenosu znanja. Veći stepen internacionalizacije dovodi do boljeg pozicioniranja visokoškolskih ustanova na rang listama, što privlači više studenata i istraživača, a istovremeno dovodi do povećanja IKIVO i potencijala za stvaranje inovacija koje, u krajnjem, stimulišu nivo konkurentnosti zemlje.

Stoga će se teza fokusirati na internacionalizaciju IVO i njihovu ulogu u međunarodnom pozicioniranju univerziteta i podsticanju inovativnosti i nacionalne konkurentnosti u Crnoj Gori, na osnovu iskustava izabranih zemalja: Slovenije, Slovačke, i Portugala. Prema zvaničnim podacima za 2021. godinu, dostupnim na European Innovation Scoreboard (EIS), sve četiri zemlje (Crna Gora, Slovenija, Slovačka i Portugal) kao zajedničku karakteristiku imaju to što se inovacioni rast temelji na informacionim tehnologijama, uz neizostavnu komponentu – ljudske resurse, što daje polaznu osnovu za izradu studija slučaja i prenos iskustava i praksi iz izabranih zemalja u Crnu Goru.

Pored toga, Crna Gora sa Slovenijom dijeli i isustvo iz prošlosti, kako su obje zemlje nekada bile članice Socijalističke Federativne Republike Jugoslavije. S tim u vezi, razvojni put Slovenije, koja je danas članica EU, za Crnu Goru od posebnog je značaja, a ispitivanje internacionalizacije njihovih univerziteta i otvaranje ka Evropi i svijetu, uz očuvanje nacionalne kulture i jezika, može doprinijeti razvoju crnogorskih IVO. Ono što EIS kao snagu Slovenije prepoznaje jeste i saradnja sa društvom, sa različitim nosiocima aktivnosti, što je za Crnu Goru, a naročito naše IVO od posebne važnosti, a ono u čemu Slovenija u posljednje vrijeme prednjači, prema podacima EIS-a, jesu javno-privatno i međunarodno naučno ko-izdavaštvo.

Osim ljudskih resursa i informacionih tehnologija, snaga Slovačke prepoznata od strane EIS-a jeste i održivost životne sredine. Crna Gora je još od 1991. godine proglašena ekološkom državom i kao rastuća turistička destinacija posebno mora voditi računa o očuvanju svojih prirodnih resursa, pa inovacije nikako ne smiju naškoditi kvalitetu životne sredine. Iskustvo Slovačke u ovom dijelu može doprinijeti Crnoj Gori u segmentu jačanja nacionalne konkurentnosti. Posljednjih godina, inovacioni potencijal Slovačke povećao se i u oblasti terciarnog obrazovanja, internacionalnog naučnog ko-izdavaštva i najcitiranijih publikacija.

Portugal je zemlja sa mnogo dužom istorijom članstva u EU (od 1986) i predstavlja model internacionalizacije koji bi se mogao koristiti kao krajnji cilj. EIS pored upotrebe informacionih tehnologija, kao snage Portugala prepoznaje i atraktivne istraživačke sisteme, kao i digitalizaciju. Prema EIS-u, u top tri indikatora za inovacioni potencijal Portugala spadaju: inostrani studenti doktorskih studija, internacionalna naučna saradnja (ko-izdavanja) i mobilnost naučno-tehnološkog osoblja, naročito inter-sektorska mobilnost. Sve navedeno, predstavlja ono čemu crnogorske IVO, kao nosioci inovacione djelatnosti u Crnoj Gori, treba da teže.

Crnogorska strategija razvoja visokog obrazovanja iz 2020. godine stavila je internacionalizaciju kao jedan od prioriteta na koji IVO treba da stave fokus. Međutim, iako postoji dokumentacija, na nacionalnom i institucionalnom nivou, koja podstiče mobilnost istraživača, u praksi su zabilježeni relativno skromni rezultati, kako za dolaznu, tako i za odlaznu mobilnost.

Naši univerziteti osim sa internacionalizacijom, imaju problem i sa vidljivošću, prepoznatljivošću i pozicioniranjem u oblasti visokog obrazovanja, nauke i istraživanja u

Evropi. Takođe, visokoškolske ustanove u Crnoj Gori zaostaju za konkurentima iz zapadnoevropskih zemalja i potrebno je uložiti dodatne napore da se naši domaći i istraživači uključe u međunarodne tokove nauke i istraživanja.

U Završnom izvještaju mapiranja ekonomskog, inovacionog i naučnog potencijala Crne Gore, koji je za Ministarstvo nauke pripremio nezavisni stručnjak Hugo Hollanders, u martu 2018. godine, naglašeno je da je inovativni potencijal naše zemlje blizu prosjeka, dok je naučni potencijal u porastu.

Donošenjem Zakona o inovacionoj djelatnosti (2020) u Crnoj Gori stvoren je institucionalni okvir za inovacioni sistem, definisana struktura i odnosi institucija, te stvoreni preduslovi za upravljanje inovacionim sistemom u Crnoj Gori. Podaci dostupni u Strategiji inovativnih djelatnosti, za period 2016-2020, pokazuju da u Crnoj Gori naučne i inovativne aktivnosti obavlja 58 licenciranih naučno-istraživačkih institucija, pretežno fakulteti i tri univerziteta, što jasno ukazuje da univerziteti i zaposleni - naučno-istraživačko osoblje, predstavljaju nosioce ideje ekonomskog razvoja zasnovanog na ekonomiji znanja i inovacijama.

Ključni izazovi, prepoznati Strategijom inovativnih djelatnosti i Strategijom razvoja visokog obrazovanja, odnose se na jačanje ljudskih potencijala za nauku i istraživanje u vidu povećanja broja istraživača i inovatora, veću internacionalizaciju crnogorskih IVO, kao i povećano učešće u programima EU koji podstiču inovacije i tehnološki razvoj, dok se u Strategiji za inovativne djelatnosti posebna pažnja usmjerava na komercijalizaciju istraživanja i plasman ideja na tržište, ali i na razvoj mobilnosti istraživača i internacionalizaciju crnogorskih univerziteta, kao i usvajanje i implementaciju Principa Evropske povelje za istraživače i Kodeksa zapošljavanje istraživača na univerzitetima.



**Pregled literature**

Intelektualni kapital igra važnu ulogu i ima snažan uticaj na performanse IVO (Jones et al. 2009; Mumtaz i Abbas 2014; Barbosa et al. 2016; Tjahjadi et al. 2019). Kada IVO prepoznaju i izmjere svoj intelektualni kapital, steći će bolje razumijevanje svojih osnovnih kompetencija, omogućivajući bolju raspodjelu resursa i implementaciju efikasnijih strateških i operativnih akcija (Pedro, Alves, Leitao, 2020).

Intelektualni kapital predstavlja kombinaciju nematerijalnih resursa - znanja, informacija, procesa, intelektualne svojine (Pedro, Alves, Leitao, 2020). Naučne institucije imaju tendenciju da rade u „virtuelnom krugu“: više materijalnih resursa privlači bolje ljudske potencijale iz „međunarodnog obuhvata naučnih talenata“ (Florida, 2005), što zauzvrat omogućava veću produktivnost i kvalitetnije istraživanje, a ujedno privlači više resursa. Lideri visokog obrazovanja sve više teže da internacionalizuju svoje institucije radi ekonomskih, političkih, akademskih i sociokulturnih benefita (De Vit, 2002; Knight, 1999).

Svi žele univerzitet „svjetske klase“ (Altbach, 2004), pa je iz tog razloga internacionalizacija ključna komponenta i strateški prioritet razvoja visokoškolskih ustanova, što ima uticaj na temeljne funkcije univerziteta – nauku i istraživanja (Gao I., Baik C., Arkoudis S., 2015). Internacionalizacija je postala važan faktor koji utiče na razvoj visokog obrazovanja (Lumbi, Fosket, 2015) i kao takav ne podrazumijeva samo odlaznu mobilnost određenog dijela naučne populacije, već i sposobnost privlačenja stranih studenata i istraživača (Chen I., Zhang Z., 2018).

Pojavu internacionalizacije kao ključne komponente i strateškog prioriteta IVO podstakle su brojne globalne sile, poput: prekogranične saradnje i regionalne konkurentnosti, nove ekonomije znanja zasnovane na informaciono-komunikacionoj tehnologiji (ICT), potrage za univerzitetima svjetske klase, smanjenja javnog budžeta za univerzitete i preduzetničke prirode savremenih univerziteta. Uticaj ovih faktora doveo je do toga da su IVO reformisale svoje upravljačke strukture i institucionalne sisteme, na način da internacionalizacija predstavlja ključni strateški prioritet, i kao takve ostvarile uticaj na tradicionalne temelje univerziteta – nastavu i istraživanje. (Gao I., Baik C. i Arkoudis S., 2015). Nacionalne vlade i nadnacionalne institucije stimulišu akademsku mobilnost u nastojanju da iskoriste konsolidaciju znanja koju ta mobilnost omogućava (Bauder, 2012).

Visokokvalifikovani pojedinci su jedan od esencijalnih faktora za inovacije i ekonomski razvoj zasnovan na znanju (Lucas 1988; Florida 2002). Nosioi doktorata predstavljaju ključni ljudski resurs za istraživanje i inovacije (Auriol, 2010), a posljednjih decenija, postali su sve mobilniji, funkcionišu i tako kao „agenti prenošenja znanja“ (Bergman i Schubert 2005). Oni vrše prenos dragocjenog znanja iz jednog regiona u drugi i svojom mobilnošću doprinose nadgradnji regionalnih kapaciteta znanja, pokrećući pozitivne statičke i dinamičke eksternalije (Doring i Schnellenbach 2006; Sakenian 2006). Mobilnost ljudskih resursa u nauci i tehnologiji postala je centralni aspekt globalizacije. Migracija talenata sada igra važnu ulogu u oblikovanju kvalifikovane radne snage širom područja OECD-a (OECD, 2008c).

Naučni talenat neophodan je za razvoj zemalja, jer savremeni rast podrazumijeva inovacije (Cimuas, 2010). Prenos znanja između zemalja važan je pokretač inovacija, posebno u ekonomijama u razvoju (Barrett, Hansen, Natal i Noureldin, 2021). Lak transfer tehnologije, prekogranična naučna saradnja i politike koje finansiraju osnovna naučna istraživanja mogu podstaći inovacije potrebne za dugoročni rast. Posebno u vremenu pandemije COVIDA-19, koja je vratila unazad, decenijama ostvarivan, ekonomski napredak, tako da je jedini izlaz i

imperativ oporavka ulaganje u dugoročni rast. Ekonomije u razvoju oslanjaju se mnogo više na inostrana nego na domaća istraživanja (osnovna i primijenjena) za inovacije i rast (Barrett, Hansen, Natal i Noureldin, 2021).

Zbog toga je međunarodna mobilnost istraživača fenomen rastućeg interesovanja za naučnike i kreatore politike, još od 60-ih godina prošlog vijeka, i može imati značajan uticaj na nacionalne inovacione sisteme (Freeman, 1987; Lundvall, 1992; Nelson, 1993). S tim u vezi, Evropa je ekonomiju znanja uvrstila u svoju strategiju rasta „Evropa 2020“ i prepoznala mobilnost istraživača kao glavni faktor u kreiranju inovacija koje mogu dovesti do ekonomskog rasta i razvoja. Evropsko istraživačko područje je okvir za razvoj nauke i istraživanja u Evropi (Morano Foadi S., 2005), a takođe i politički napor za podsticanje međunarodne akademske mobilnosti (Bauder H., 2012). EU kontinuirano podstiče protok visokokvalifikovane radne snage kroz internacionalizaciju visokog obrazovanja, zajedničko priznavanje kvalifikacija i usklađivanje nastave na univerzitetima (Iredale, 2001). Kako se inovacije mogu posmatrati sa mikro i makro perspektive (Bučar M, Jacimović D., 2018), ovo doktorsko istraživanje će ispitati mobilnost istraživača kao faktor podsticanja inovacija i razvoja institucionalne i nacionalne konkurentnosti. U vezi sa prethodno iznešenim, može se zaključiti da su znanje, kreativnost i inovacije postali glavni faktori koji podstiču društveni i ekonomski razvoj, jačaju ulogu IK u stvaranju održivog rasta i razvoja (Cabrita M.R., Cabrita C., 2010).

Ekspanziju sistema istraživanja i inovacija uglavnom je pokrenuo sektor preduzeća, posebno multinacionalna i velika preduzeća, kao i širenje uslužnog sektora, gdje investicije u istraživanje i razvoj sada rastu brže nego u proizvodnom sektoru (Auriol, 2010). U svijetu u kojem je ljudski kapital od vitalnog značaja za razvoj, postoji tendencija da univerziteti stiču složenije uloge u društvu i postaju prava razvojna središta i glavni pokretači ekonomskog razvoja (Goransson et al, 2009; Rapini et al, 2009).

Rangiranje svjetskih univerziteta započelo je 2003. godine kao svojevrsna akademska vježba u pronalaženju faktora koji dovode do razvoja izvrsnosti na univerzitetima. Prvo je nastala Svjetska rang lista svjetskih univerziteta (ARWU; Shanghai Ranking Consultancy, 2015) na Univerzitetu Jiao Tong u Šangaju, Narodna Republika Kina, a potom Quacquarelli Symonds - Times Higher Education World University Rankings (QS-THEWUR) koju su zajednički objavili londonska konsultantska firma i Times Higher Education Supplement. Saradnja je ubrzo prestala i dvije agencije za rangiranje su nakon toga objavile sopstvene rang liste: Svjetska univerzitetska rang lista Quacquarelli Symonds (QSWUR; QS Top universities) i THEWUR (Times Higher Education World University Rankings). Do sada su ovi sistemi rangiranja prihvaćeni kao tri klasična na koje se posvećuje velika pažnja (Soh, 2017).

Međutim, na osnovu pregleda literature, nijedno od ovih rangiranja nije bez greške. U istraživanju koje je sproveo Soh 2017. godine otkriveno je „sedam smrtnih grijehova“ sistema rangiranja: lažna preciznost, odstupanja u ponderima, pretpostavljena međusobna kompenzacija, redundantnost indikatora, međusistemska neusklađenost, zanemarivanje rezultata indikatora i nedosljednost između promjena u rangiranju i uopšte.

Zato će, pored uobičajenih kategorija koje se vrednuju zvaničnim sistemima rangiranja (nastava, istraživanje, internacionalizacija i transfer znanja), ovo istraživanje kao novinu i naučni doprinos obuhvatiti i: Kvalitet akademskog života (KAŽ) za studente i Kvalitet radnog života (KRŽ) za predavače/istraživače, kao kategorije učinka, za IVO iz svih zemalja uzorka.

IVO moraju zadovoljiti različite vrste stejkholdera (Aleksander i Hjortso 2019) kako bi stekle i resurse i legitimitet (Pinheiro, 2015). Radi sopstvene održivosti, IVO treba da postave ciljeve koji zadovoljavaju njihove trenutne i potencijalne zainteresovane strane (Jongbloed et al. 2008; Pavičić et al. 2009; Falkueto et al. 2020), kao i strateško upravljanje koje uključuje i konkurentnu dinamiku i interese stejkholdera (Soevarno i Tjahjadi 2020).

Stoga su za glavne stejkholdere IVO odabrani studenti i predavači/istraživači (Mainardes et al. 2013) kao osnova za ovo istraživanje.

Studenti se mogu smatrati unutrašnjim i spoljnim stejkholderima, u zavisnosti od tačke gledišta - ako se na njih gleda kao na neiscrpu bazu znanja, ideja, odnosno ljudskog kapitala, onda su oni unutrašnji stejkholderi, ali ukoliko se na njih gleda kao na promotere svog univerziteta, koji utiču na ugled univerziteta davanjem preporuka, onda su oni spoljni stejkholderi (Pedro, Alves, Leitao, 2020). Uloga studenata dobija na sve većem značaju zbog plaćanja školarine, a oni preuzimaju ključnu ulogu u evaluaciji predavača kao fundamentalni faktor za institucionalnu sliku koju prenosi nivo zadovoljstva studenata (Wong i Chiu 2019).

Predavači/istraživači imaju međusobnu povezanost sa studentima tako što igraju osnovnu ulogu u postizanju zadovoljstva studenata, posebno u pogledu njihovih percepcija nastavnih metoda (Pedro et al. 2018). Pored toga, predavači se bave i istraživanjem, administrativnim poslovima i podrškom studenata (Archer 2008). U situaciji u kojoj je paradigma menadžmenta proizvela oblike univerziteta sa snažnom, centralizovanom moći upravljanja, umanjujući autonomiju akademskog osoblja (Parker & Jari, 1995; Villmott, 1995; Randle & Bradi, 1997), može doći do potencijalnog nezadovoljstva. Teorija predviđa da pripadnici naučno-nastavnog osoblja doživljavaju samootuđenje (odnosno otuđenje od posla) i niže nivoe organizacione posvećenosti kad god karakteristike menadžerskog posla dođu u direktan sukob sa očekivanjima akademske autonomije u radu (Mottaz, 1981; Hoy et al., 1983; Kakabadse, 1986; Nikon, 1996).

Polazeći od navedenog, dvije nove komponente biće uključene u kriterijume uspješnosti IVO: Kvalitet akademskog života - za studente i Kvalitet radnog života za predavače. KAŽ pokriva i kognitivnu procjenu života na fakultetu i afektivna iskustva koja se dešavaju tokom vremena provedenog na univerzitetu (Hassan, 2011; Iu & Kim, 2008; Iu & Lee, 2008), pri čemu se kognitivna komponenta odnosi na stepen zadovoljstva univerzitetskim životom i afektivnu komponentu koja se odnosi na učestalost iskustava koja pozitivno utiču na studente tokom njihovog boravka na univerzitetu (Campbell, Converse i Rodgers, 1976; Diener, 1994). Zadovoljniji studenti i bolji odnosi sa predavačima podrazumijevaju bolju preporuku, imidž i reputaciju IVO (Pedro, 2016).

Kvalitet rada i života može imati značajan uticaj na odgovore osoblja, u smislu organizacione identifikacije, zadovoljstva poslom, uključivanja u posao i truda (Sirgi et al. 2001). Na taj način doprinosi se poboljšanju učinka institucije - sa više motivisanih predavača, u pogledu njihovog rada sa studentima i angažovanja na časovima, odnosno, boljim naučnim rezultatima koji se prevode u zadovoljnije studente (Pedro, 2016). KRŽ je zaista manifestacija osjećaja zadovoljstva zaposlenih u svim dimenzijama rada, uključujući i finansijske benefite, bezbjednost, uslove rada, organizacionu kulturu i klimu i odnos saradnika (Zahoor 2016). KRŽ se ne fokusira samo na finansijske aspekte vezane za posao, već uzima u obzir i neke druge aspekte posla, poput uslova zapošljavanja, učinka, efikasnosti, organizacione posvećenosti, socijalne podrške i društvene važnosti (Farjad i Varnous 2013), jer naučnici nisu samo motivisani platom - poznato je da

naučnici reaguju na podsticaje u obliku priznanja, intelektualne radoznalosti i slobode izvođenja istraživanja (Stephan & Levin, 1992; Sauermann & Roach, 2010).

Ovo istraživanje će pokušati da odgovori koja komponenta IK najviše utiče na performanse IVO; dostaviti preporuke za poboljšanje organizacije IVO i politike visokog obrazovanja u Crnoj Gori za podsticanje internacionalizacije, inovacija i nacionalne konkurentnosti, na osnovu analize studija slučaja i rezultata upitnika.

Imajući u vidu pregled literature, IKIVO se, za ovo istraživanje, može podijeliti u tri komponente:

- Inovativni potencijal (IP);
- Interni potencijal za upravljanje znanjem (IUZ);
- Saradnja sa društvom (SSD).

### Cilj i hipoteze

Cilj ove doktorske teze je da izmjeri uticaj i značaj komponenti IKIVO (*inovativni potencijal, interni potencijal za upravljanje znanjem, saradnja sa društvom*) na učinak univerziteta (*nastava, istraživanje, internacionalizacija, transfer znanja, kvalitet akademskog i radnog života*).

Na osnovu dobijenih rezultata, cilj je stvoriti i predložiti model internacionalizacije ustanova visokog obrazovanja u Crnoj Gori, što će dovesti do njihovog boljeg pozicioniranja na međunarodnim rang listama, a takođe imati pozitivan i ohrabrujući uticaj na nivo inovativnosti u zemlji, samim tim i nivo nacionalne konkurentnosti.

Istraživanje će biti urađeno kroz:

- Kvantitativni pristup i
- Kvalitativni pristup.

**Kvantitativni (statistički) pristup** istražio bi na koji način komponente IK stupaju u interakciju sa ključnim pokazateljima uspješnosti IVO: **nastava, istraživanje, internacionalizacija, prenos znanja i kvalitet akademskog/radnog života**, na osnovu percepcije glavnih stejkholdera IVO - studenata i predavača/istraživača. S tim u vezi, nameće se sljedeće istraživačko pitanje:

***IP: Koja komponenta IKIVO ima najveći uticaj na ključne pokazatelje učinka IVO?***

Pristup će tražiti nematerijalne veze s ciljem da pruži pionirski doprinos boljem razumijevanju toga da li IKIVO ima uticaj na performanse IVO, uključujući i subjektivniju dimenziju vezanu za percepciju studenata i predavača/istraživača. Uspješnost IVO mjeri se: nastavom, istraživanjem, internacionalizacijom i prenosom znanja, prema komponentama i pokazateljima koje koriste pouzdane rang liste univerziteta - ARWU, Akademsko rangiranje svjetskih univerziteta od strane Shanghai Ranking Conculancy i THE - Times Higher Education Svjetska univerzitetska rang lista; ali i sa kvalitetom akademskog i radnog života (KAŽ, KRŽ), prema Pedro et al. (2016), Sirgi et al. (2001) i Parsa et al. (2014).

**H1: Inovativni potencijal (IP) je pozitivno i statistički značajno povezan sa učinkom IVO, prema percepcijama zainteresovanih strana.**

**Objašnjenje:** Inovativni potencijal IVO predstavlja sve najvrjednije ljudske resurse, personifikovane u osoblju (Shehzad et al., 2014). Ljudski kapital predavača i istraživača proističe iz njihovih nastavnih kapaciteta i istraživačkih sposobnosti (Cricelli et al. 2018). Zainteresovane strane doživljavaju ljudski kapital kao izvor stvaranja unutrašnjeg i spoljašnjeg znanja (Barbosa et al. 2016). Ljudski resursi su najvažniji faktor koji određuje bolje IVO (Zlate i Enache 2015), posebno u onim IVO usmjerenim ka istraživanju i inovacijama (Cricelli et al. 2018). Inovativni potencijal je veoma važan za IVO i može (ili ne) biti direktno povezan sa njihovim nivoom učinka u različitim kontekstima.

**H2: Interni potencijal za upravljanje znanjem (IUZ) je pozitivno i statistički značajno povezan sa učinkom IVO, prema percepcijama zainteresovanih strana.**

**Objašnjenje:** Aktivnosti vezane za IUZ visokoškolskih ustanova uključuju svo eksplicitno znanje povezano sa unutrašnjim organizacionim procesima promocije, komunikacije i upravljanja znanjem, koje obuhvata organizacione aspekte i tehnološke resurse (Pedro et al., 2019). Aktivnosti IUZ visokoškolskih ustanova odgovaraju znanju koje proizilazi iz unutrašnjih organizacionih procesa (Cricelli et al., 2018), a takođe proističu i iz upravljanja unutrašnjim odnosima između tehnoloških komponenti i organizacione kulture (Ramirez Corcoles et al. 2011). Chatterji i Kiran (2017) bave se odnosom između performansi visokoškolskih ustanova i intelektualnog kapitala, otkrivajući da aktivnosti IUZ imaju pozitivan uticaj na performanse visokoškolskih ustanova. Aktivnosti IUZ pružaju podršku ljudskim resursima visokoškolskih ustanova i imaju pozitivan uticaj na učinak (Shehzad et al., 2014).

**H3: Saradnja sa društvom (SSD) je pozitivno i statistički značajno povezana sa učinkom IVO, prema percepcijama zainteresovanih strana.**

**Objašnjenje:** SSD visokoškolskih ustanova sa društvom proteže se kroz institucionalne odnose koji se izgrađuju i održavaju između visokoškolskih ustanova i neakademske partnere (npr. kompanije, lokalna uprava, društvo), i percepcije zainteresovanih strana o instituciji (npr. imidž, reputacija, pouzdanost) (Pedro i dr. 2019). SSD uključuje odnose između organizacije i njenog okruženja (Alcaniz et al. 2011), a ove mreže sa spoljnim entitetima i organizacijama predstavljaju osnovnu komponentu saradnje IVO sa društvom (Ramirez et al. 2007). Saradnja sa društvom ima direktan i značajan uticaj na performanse IVO iz Indonezije (Anggraini et al. 2018), kao i iz Indije (Chatterji i Kiran 2017) dok to nije slučaj sa IVO iz Pakistana (Shehzad et al., 2014). Iako su aktivnosti IUZ od velikog značaja za visokoškolske ustanove, uprkos tome što se razlikuju u zavisnosti od zemlje do zemlje, SSD može igrati ulogu u određivanju učinka visokoškolskih ustanova.

#### **Materijali, metode i plan istraživanja**

Savremena naučna praksa zahtijeva kombinaciju precizno definisanog istraživačkog pitanja i odabira odgovarajućih metoda, koheziju više naučnih disciplina, uz poštovanje evropskih standarda izrade naučnog rada, čime se obezbjeđuje inovativni potencijal disertacije. Istraživanje će se vršiti korišćenjem kvantitativnih i kvalitativnih analiza. S tim u vezi, prikazan je istraživački pristup koji će biti primijenjen, kako bi se ostvarili očekivani ishodi i postavljeni ciljevi:



**Kvantitativni pristup:**

➤ **Prikupljane podataka:**

- a. Radeći sa svojim mentorima, kandidat će napraviti upitnike relevantne za EU univerzitete, koji odgovaraju zemljama u uzorku, posebno Crnoj Gori. Upitnici, putem kojih će biti prikupljeni svi neophodni podaci, su sa strukturiranim i zatvorenim pitanjima i Likertovom skalom od 7 tačaka. Jedan upitnik će biti namijenjen studentima, a drugi predavačima/istraživačima.

Na početku, oba upitnika će imati tri odjeljka i ukupno trideset dva (32) pitanja vezana za IKIVO, gdje će studenti ili predavači/istraživači naznačiti nivo saglasnosti koji pripisuju svakoj stavki navedenoj za mjerenje IK institucije u kojoj studiraju ili rade. Kao što je ranije pomenuto, postoje tri komponente IK, tako da će svaka od njih biti obrađena u okviru upitnika:

- i. Inovativni potencijal (11 pitanja, po svakom upitniku),
  - ii. Interni potencijal za upravljanje znanjem (11 pitanja, po svakom upitniku); i
  - iii. Saradnja sa društvom (10 pitanja, po svakom upitniku).
- b. Kao što je ranije istaknuto, glavna aktivnost ovog istraživanja je ispitivanje uticaja komponenti IK na učinak IVO; upitnici će tretirati kategorije „učinka“ na sljedeći način:
- i. Nastava, radno okruženje i učenje - tri pitanja po svakom upitniku;
  - ii. Istraživanje (obim, prihodi i reputacija) – pet pitanja po svakom upitniku;
  - iii. Internacionalizacija (sudeti, osoblje i istraživane) – tri pitanja po svakom upitniku;
  - iv. Prenos znanja i tehnologije – jedno pitanje po svakom upitniku;
  - v. Kvalitet akademskog života, za studente – sa 39 pitanja,
  - vi. Kvalitet radnog života, za profesore i istraživače - sa 16 pitanja.
- c. Za prikupljanje potrebnih podataka, koristiće se stratifikovani uzorak sastavljen od četiri stratum (Crna Gora, Slovenija, Slovačka i Portugal) iz kojih će biti odabran prost slučajan uzorak. Uzorkom će biti obuhvaćeno približno 800 studenata i 600 predavača/istraživača, sa evropskih javnih i privatnih univerziteta; Uzorak će sačinjavati evropske IVO, koje se bave i nastavom i istraživanjem, kao i organizacijom programa na različitim nivoima studiranja, a nastojeće se da uzorkom budu ispoštovani i ostali kriterijumi, poput jednake zastupljenosti muškaraca i žena, različite starosne strukture, studenti sva tri nivoa studija i predavači/istraživači različitih nivoa zvanja. Drugim riječima, vodiće se računa da polna struktura, zastupljenost na godinama studiranja, starosna struktura, kako za studente tako i za predavače, u svim stratumima, bude usklađena sa istim udjelima na nivou populacije, a ti podaci će biti obezbijedjeni iz baza podataka studenata i predavača na pomenutim univerzitetima. Takođe, prateći metodologiju prethodno navedenog istraživanja (Pedro i dr. 2019) gdje je studija obuhvatala 738 anketiranih studenata i predavača na nivou visoko-školskih institucija iz Portugala, a poredeći nivo

stanovništva i broja studenata u drugim zemljama (Slovačka, Slovenija i Crna Gora), procjena broja anketiranih studenata i predavača za te zemlje bi bila sljedeća: 401 za Slovačku, 155 za Sloveniju i 50 za Crnu Goru. Zbirno, to je nešto ispod 1400 anketiranih, što je okvirno podijeljeno na 800 studenata i 600 predavača, kako je prethodno navedeno.

- d. Upitnici će biti napravljeni u elektronskoj formi i kroz dostupne kanale komunikacije biće distribuirani našim ciljnim grupama tokom studijskih posjeta kandidata, ali i kroz asocijaciju „TEPSA“ i njene partnere.

➤ **Metodologija:**

- e. Za svrhu ovog istraživanja biće razvijen Model strukturne jednačine (Structural Equation Model-SEM) kako bi se ispitaio uticaj izabranih varijabli na učinak IVO; SEM je poznati model multivarijantne statističke analize koji ima široku upotrebu u društvenim naukama (Cunningham, 2008; Pearl, 2000), posebno kada se radi sa više posmatranih varijabli. Koristan je u testiranju teorija koje sadrže više jednačina koje uključuju odnose zavisnosti (Hair et al., 2016). Model se može koristiti kao potvrдна tehnika i kao istraživačka analiza (Schreiber et al., 2006). Prije izrade modela, biće realizovana analiza pouzdanosti koja će pokazati da li su podaci odgovarajući za SEM. Biće primenjena Kayser-Meyer-Olkin (KMO) mjera adekvatnosti uzorkovanja i Bartletov test sferičnosti, kao i Cronbach alfa koeficijenti pouzdanosti;
- f. Modeli strukturnih jednačina će biti procijenjeni metodom procjene maksimalne vjerovatnoće sa R paketom ili SPSS-om. Takođe, sva izračunavanja će se raditi sa R paketom i SPSS-om.
- g. Dva SEM modela će biti kreirana: jedan za studente (M1), a drugi za predavače/istraživače (M2). Kako u oba modela postoji konstrukt drugog reda (učinak), ova analiza usvaja pristup u dva koraka (Vright et al., 2012): (i) samo tretiranje konstrukata prvog reda M1 i M2 (modeli M1a i M2a) i (ii) izračunavanje modela nakon uključivanja agregatnih rezultata kao indikatora konstrukata drugog reda (modeli M1b i M2b).

**Kvalitativni pristup:**

**Analiza studije slučaja internacionalizacije, za ukupno osam univerziteta (po četiri iz privatnog i javnog sektora; po dva univerziteta u svakoj zemlji) iz četiri zemlje: Slovenije, Slovačke, Portugala i Crne Gore:**

- a. Analiza različitih praksi internacionalizacije, ograničenja i izazova za proces internacionalizacije u visokom obrazovanju u zemljama iz uzorka;
- b. Analiza izvještaja za nacionalne sisteme inovacija, zasnovana na zvaničnim istraživanjima i podacima, dostupnim na European Innovation Scoreboard: [https://ec.europa.eu/growth/industri/polici/innovation/scoreboards\\_en](https://ec.europa.eu/growth/industri/polici/innovation/scoreboards_en), koji pruža ključne pokazatelje učinka i uporednu analizu inovativnog performansa u zemljama EU, drugim evropskim zemljama i regionalnim susjedima. Ovim

mehanizmom procjenjuju se relativne snage i slabosti nacionalnih sistema za inovacije i pomaže se zemljama da identifikuju oblasti u koje treba uložiti dodatne napore za njihov dalji razvoj, što podržava našu kvantitativnu analizu i daje osnovu za objašnjenje uticaja univerziteta na podsticanje nacionalne konkurentnosti i inovacija;

- c. Analiza stvaranja i podsticanja inovativnih praksi u ovim zemljama;
- d. Uzorak čine zemlje čije bi se prakse mogle koristiti kao model strategije internacionalizacije visokog obrazovanja u Crnoj Gori;
- e. Ovaj dio istraživanja će se realizovati kroz studijske posjete kandidata ( od dva do tri mjeseca u svakoj od navedenih zemalja;

Prednosti mobilnosti u odabranim zemljama ogledaju se u sljedećem:

- f. Prije svega, **Slovenija** i Crna Gora su male zemlje, bivše jugoslovenske republike, koje su u prošlosti imale institucionalno sličan sistem istraživanja i razvoja, ali i dalje imaju ograničene ljudske i finansijske resurse i pokušavaju da se što više integrišu u Evropski istraživački prostor, dok je Slovačka, takođe manja država u Evropi, sa sličnom prošlošću i iskustvima iz komunizma i socijalizma. Ove sličnosti ukazuju na to da postoji prostor za saradnju, kao i da bi vjerovatno neka od njihovih rješenja u dizajnu institucija i naučno-istraživačkog sistema u zemlji mogla biti važna za Crnu Goru. Slovenija je pokušala da primijeni različite pristupe kroz osnivanje institucija za podršku promociji preduzetništva (tehnološki parkovi, inkubatori, centri izvrsnosti, centri kompetencija itd) i primjenu različitih instrumenata (slovenačko iskustvo pokazuje da su neke od ovih politika bile uspješne, dok druge nisu dale očekivane rezultate, posebno ne u oblasti privrednog rasta i konkurentnosti). Iako su slovenački pokazatelji rezultata istraživanja ostvareni čak i iznad prosjeka EU, rezultati postignuti primjenom inovacija u smislu povećanja izvoza visoke tehnologije ili dodatne vrijednosti, ispod su očekivanja. Činjenica da je Slovenija često slijedila i primjenjivala preporučene najbolje prakse na nivou EU čini slovenačko iskustvo veoma relevantnim za Crnu Goru. S jedne strane, slovenačke greške se mogu izbjeći, a s druge strane se može osmisлити optimalna politika za inovacije. To bi pomoglo tranziciji ka ekonomiji, odnosno društvu zasnovanom na znanju, sa nacionalnim inovacionim sistemom koji najbolje odgovara mogućnostima zemlje i koji bi najbolje podržao poslovni sektor, a posebno njegovu izveznu komponentu;
- g. S druge strane, **Slovačka** je jedno od najtraženijih odredišta za mobilnost istraživača, što ove univerzitete čini atraktivnim za ispitivanje primijenjenog organizacionog modela. Komparativna analiza ova dva univerziteta jasno će ukazati na ispravne segmente organizacije i dati jasan signal u kom pravcu treba krenuti dalji razvoj i organizacija crnogorskih visokoškolskih ustanova. Osim toga, kako su Univerzitet Crne Gore i Univerzitet u Ljubljani, kao i Univerzitet Comenius u Bratislavi članovi prve transevropske Asocijacije za pitanja ekonomske integracije "TEPSA" saradnja u ovoj disertaciji će omogućiti sticanje širih znanja dostupnih u okviru oviog „think-tank“-a, važnih za bolje pozicioniranje u Evropskom istraživačkom prostoru, što dodatno poboljšava ovaj doktorski projekat i daje snažniji efekat planirane mobilnosti;



- h. Univerzitet Beira Interior u **Portugalu** je takođe visoko internacionalizovana visokoškolska ustanova, sa koje je idealno uraditi planiranu studiju za Portugal, relativno geografski malu i staru članicu EU. Sličnost sa Crnom Gorom je i činjenica da je to mediteranska zemlja, koja baštini tradicionalne, porodične vrijednosti, što crnogorski istraživači najčešće navode kao razlog zašto ne učestvuju u programima mobilnosti. Tačnije, želja i namjera je da se ispita kako su Portugalci, koji polaze od slične kulturne situacije, ipak uspjeli da motivišu svoje istraživače da budu mobilni i da privuku strane, spoljne naučne potencijale da dođu na njihove institucije. U Portugalu, visokoškolske ustanove su nedavno iskusile intenzivne procese internacionalizacije sa rastućim rezultatima u proizvodnji i širenju znanja, naučnim istraživanjima, međunarodnoj mobilnosti i akademskoj saradnji (Heitor i Horta 2011).

#### Očekivani naučni doprinos

Kroz predloženi originalni i inovativni istraživački pristup, doprinos ovog naučnog istraživanja se ogleda u:

- a. **Razvijanju statistike, tj. metrike**, s ciljem mjerenja jačine odnosa između komponenti IK i ključnih pokazatelja uspješnosti IVO, za analizirani uzorak, a posebno:
- i. Statistike (metrike) koje će se mjeriti i pratiti uticaj internacionalizacije na uspjeh IVO iz zemalja uključenih u uzorak;
  - ii. Uključiti percepcije dva glavna stejkholdera (studenta i predavača/istraživača) kroz varijable Kvalitet akademskog života (KAŽ) za studente i Kvalitet radnog života (KRŽ), kao kategorije mjerenja učinka IVO;
- b. **Izradi komparativne analize za četiri zemlje iz uzorka** na osnovu ključnih pokazatelja uspješnosti nacionalnih sistema za inovacije, prepoznatih od strane European Innovation Scoreboard,
- c. **Četiri (4) analize slučaja** koje će biti posebno izrađene za: Crnu Goru, Sloveniju, Slovačku i Portugal, što do sada nije bio slučaj:
- i. Analiza različitih praksi internacionalizacije, ograničenja i izazova za proces internacionalizacije u visokom obrazovanju, u zemljama u uzorku;
  - ii. Analiza stvaranja i podsticanja inovativnih djelatnosti u ovim zemljama;
  - iii. Uzorak čine zemlje čije bi se prakse mogle koristiti kao model strategije internacionalizacije visokog obrazovanja u Crnoj Gori;
  - iv. Analiza kako privatnih tako i javnih IVO u odabranim zemljama, koja može poslužiti kao okvir za najbolju praksu u oblasti internacionalizacije. Na osnovu pregledane literature i već urađenih anketa, većina uzoraka su samo javne institucije visokog obrazovanja, najčešće iz velikih i najrazvijenijih zemalja EU poput Njemačke, Francuske, kao i Poljske. Njihovi modeli nisu primjenjivi za internacionalizaciju drugih, manjih i manje razvijenih zemalja.

- d. **Davanju predloga politika za internacionalizaciju visokog obrazovanja u Crnoj Gori**, na bazi iskustva zemalja uključenih u uzorak, a koje sa Crnom Gorom dijele određene sličnosti. Na osnovu studijskih posjeta, javnim i privatnim univerzitetima u zemljama iz uzorka, biće obavljeni intervjui sa zvaničnim predstavnicima institucija, koji će razotkriti glavne podsticajne i ograničavajuće faktore internacionalizacije, kao i faktore motivacije naših ciljnih grupa za učešćem u programima mobilnosti. Takvi podaci biće od esencijalnog značaja za kreiranje predloga u kom pravcu dalji razvoj internacionalizacije IVO u Crnoj Gori treba usmjeravati. Takođe, kandidat će imati priliku da se neposredno upozna sa strukturom, organizacijom, internom, strateškom dokumentacijom ovih institucija što će biti više nego dragocjeno za ovo istraživanje. Posebna pažnja biće posvećena primjeni principa Evropske povelje za istraživače i Kodeksa zapošljavanja istraživača na univerzitetima, zvanog „Povelja i kodeks“ („Charter&Code“), koji su ključni dokumenti za podsticanje mobilnosti istraživača u Evropi, a koje je u Crnoj Gori, za sada, jedino primijenio Univerzitet Crne Gore.

Sve to doprinijeće kreiranju predloga politika za povećanje vidljivosti i prepoznatljivosti IVO u Crnoj Gori, što jeste jedan od doprinosa ove disertacije. Pored toga, korisno je i valorizovati dragocjeni ekonomski potencijal koji mobilnost istraživača u sebi ima, a koji se ogleda u stvaranju inovacija. Svaka inovacija potencijalno predstavlja novi proizvod ili uslugu koja može biti ponuđena tržištu. Tijesna je veza i sa preduzetništvom, jer najčešće inovacije pokreću osnivanje start-up preduzeća, koja zatim dovode do privrednog rasta u zemlji osnivanja.

Crna Gora, u čijoj ekonomiji se veliki akcenat stavlja na razvoj preduzetništva i osnivanje malih i srednjih preduzeća, upravo od snaženja naučnog sektora kroz mobilnost istraživača i povećanje inovativnosti, može očekivati i ostvarenje značajnih ekonomskih koristi, što predstavlja glavni društveno-ekonomski doprinos ove doktorske teze.

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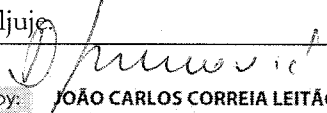

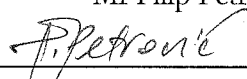
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SAGLASNOST PREDLOŽENOG/IH MENTORA I DOKTORANDA SA PRIJAVOM		
Odgovorno potvrđujem da sam saglasan sa temom koja se prijavljuje		
Prvi mentor	Prof. dr Danijela Jaćimović	 Signed by: <b>JOÃO CARLOS CORREIA LEITÃO</b>
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Odgovorno izjavljujem da doktorsku disertaciju sa istom temom nisam prijavio/la ni na jednom drugom fakultetu.		
U Podgorici, 18. aprila, 2022. godine		
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	Danijela Jaćimović and <i>Filip Petrović: A Hot and Cold Power Struggle for Influence: Russia – Montenegro Relations</i> , within the monograph: EU-Russia Relations and the Future of Europe: Views from Capitals, editors in chief: Michael Kaeding, Johannes Pollak and Paul Schmidt, Palgrave Macmillan, London, 2022, forthcoming.
<b>NASLOV PREDLOŽENE TEME</b>	
Na službenom jeziku	„Uloga internacionalizacije u pozicioniranju univerziteta i podsticanju inovacija i nacionalne konkurentnosti“
Na engleskom jeziku	"The role of internationalization in positioning universities and fostering innovation and national competitiveness"
<b>Obrazloženje teme</b>	
<p>The thesis explores the contribution of different dimensions of the intellectual capital (IC) of higher education institutions (HEIs) to their performance and their fostering of innovation and national competitiveness.</p> <p>Universities are important in a society and they play a fundamental role in social, economic, cultural and political development of a country (Shahbazi et al. 2011).</p> <p>The total intellectual capital of HEIs (ICHEI) can be explained as all the intangible assets, including processes, innovative capacities, patents, tacit knowledge and abilities, talents and skills of their members, recognition by society, and networks and contacts of their collaborators (Ramírez and Gordillo 2014, Rossi et al.2018, Veltri et al. 2014; Secundo et al. 2015; Pedro et al. 2019, Yu et al. 2009). It plays an important role and influences the HEIs’ performance, providing them the competitive advantage. (More in section literature overview)</p> <p>Positioning of universities, i.e., the performance, could be measured by rankings developed by international bodies, among which <i>The Academic Ranking of World Universities (ARWU)</i> and the <i>Times Higher Education World University Rankings (THE)</i> are two of the international HEI rankings most known and reliable. The performance of the HEIs, within those ranking lists, is evaluated and personified through: teaching, research, internationalization and knowledge transfer.</p> <p>Although the international aspects of higher education (dissemination of research results, individual mobility of students and researchers, export of higher education systems) were recorded between the 18th and 19th centuries (De Wit and Merckx, 2012), the internationalization of universities is a phenomenon that needs further research and investigation. It implies the development of high-talented, scientific, human potential, and has the particular importance to the creation and development of IC, especially in small economies, such is Montenegro. Internationalization is one of the most important values in HEIs’ performance standards (Bas et al. 2017). It can be explained as an integration of international and intercultural dimension into the purpose of teaching, research and service provision of the HEIs (Knight, 2004, Childress, 2009). With the rising issue of funding, the category which also takes on significance is the knowledge transfer. The knowledge transfer, together with the internationalization, is a strategic issue, that provides funding for the HEIs’ development and it</p>	



implies the activities that generate or exploit knowledge outside of the academia (Pedro, Alves, Leitão, 2020).

Competition in the higher education market has put universities in a struggle to always find different means to attract more students, but also excellent scientists – lecturers and researchers, which are being recognized as the HEIs' main stakeholders. Influenced by globalization, internationalization has found as a way to give universities a higher quality of work, and thus a better position in the higher education market.

That is why small and yet not enough developed countries, especially the ones where universities play a dominant role within the innovation activity, such is Montenegro, should pay a special attention the internationalization and the knowledge transfer. The better practice of internationalization leads to better positioning of HEIs in the rankings, which attracts more students and researchers, which increases the intellectual capital of the HEIs and potential to generate innovation which stimulates the level of the competitiveness of the country in the final.

Therefore, the thesis will focus on the internationalization of HEIs and their role in the international positioning of universities and fostering innovation and national competitiveness in Montenegro, based on the experiences of selected countries: Slovenia, Slovakia, and Portugal. According to official data for 2021, available on the European Innovation Scoreboard (EIS), all four countries (Montenegro, Slovenia, Slovakia and Portugal) have in common that innovation growth is based on information technology, with an indispensable component - human resources, which provides a starting point for case studies and transfer of experiences from selected countries to Montenegro.

In addition, Montenegro and Slovenia share their experience from the past, as both countries were once members of the Socialist Federal Republic of Yugoslavia. In this regard, the development path of Slovenia, which is now a member of the EU, is of special importance for Montenegro, and examining the internationalization of their universities and opening to Europe and the world, while preserving national culture and language, can contribute to the development of Montenegrin HEIs. What EIS recognizes as Slovenia's strength is cooperation with society, which is of special importance for Montenegro, and especially our HEIs. According to EIS, recently Slovenia has also been recognized as a leader in public-private and international scientific co-publishing.

Apart from human resources and information technologies, the strength of Slovakia recognized by the EIS is the environmental sustainability. Montenegro has been declared as an ecological state since 1991 and, as a growing tourist destination, it must take special care of preserving its natural resources, so innovations must not harm the quality of the environment. Slovakia's experience, with this regard, can contribute to Montenegro in the segment of strengthening national competitiveness. In recent years, Slovakia's innovation potential has also increased in the field of tertiary education, international scientific co-publishing and the most cited publications.

Portugal is a country with a much longer history of EU membership (since 1986) and represents a model of internationalization that could be used as the ultimate goal. In addition to the use of information technology, EIS recognizes attractive research systems as well as digitalization as Portugal's strength. According to the EIS, the top three indicators for Portugal's innovation

potential include: foreign doctoral students, international scientific cooperation (co-publishing) and the mobility of scientific and technological staff, especially inter-sectoral mobility. All of the above is what Montenegrin HEIs, as bearers of innovation activity in Montenegro, should strive for.

Montenegro's higher education development strategy has made internationalization as one of the priorities that higher education institutions should put their focus on. However, although there is documentation, at the national and institutional level, which encourages the mobility of researchers, low results have been noted in practice, both for inward and outward mobility.

Our universities also have a problem with internationalization, visibility, recognition and positioning in the area of higher education, as well as science and research, in Europe. Also, HEIs in Montenegro are behind their competitors from Western European countries and additional efforts need to be made to engage our domestic researchers in the international course of science and research.

In the Final Report of Mapping Montenegro's economic, innovative and scientific potential, prepared for the Ministry of Science by independent expert Hugo Hollanders, in March 2018, it has been emphasized that our country's innovative potential is close to average, while scientific potential is on the rise.

The enactment of the Law on Innovative Activities in Montenegro created an institutional framework for the innovation system, defined the structure and relations of institutions, and created preconditions for managing the innovation system in Montenegro. Data available in the Strategy for Innovative Activities for the period 2016-2020 are showing that in Montenegro, scientific and innovative activities are being performed by 58 licensed scientific and research institutions, dominantly by faculties and three universities in Montenegro, which clearly indicates that universities and employees - scientific and research staff, are the bearers of the idea of economic development based on the economy of knowledge and innovation.

The key challenges, recognized by the Strategy of Innovative Activities and the Strategy for Development of Higher Education, relate to strengthening human potential for science and research in the form of increasing the number of researchers and innovators, greater internationalization of Montenegrin HEIs, as well as increased participation in EU programs that encourage innovation and technological development, while the Strategy for Innovative Activities puts on special emphasis on the commercialization of research and the placement of ideas on the market, but as well on the development of the mobility of researchers and internationalization in Montenegrin universities, and the adoption and implementation of the Principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers in universities.



**Literature overview**

Intellectual Capital plays an important role and makes a strong impact on the performance of the Higher Education Institutions (Jones et al. 2009; Mumtaz and Abbas 2014; Barbosa et al. 2016; Tjahjadi et al. 2019). When HEIs understand and measure their Intellectual Capital, they will gain a better understanding of their core competencies, enabling a better allocation of resources and implementation of more effective strategic and operational actions (Pedro, Alves, Leitão, 2020).

Intellectual Capital represents a combination of those intangible resources - knowledge, information, process, intellectual property (Pedro, Alves, Leitão, 2020). Scientific institutions tend to operate in a “virtuous cycle”: more material resources attract better human resources from the “international pool of talent” (Florida, 2005), which in turn allow for more productivity and better-quality research, which in turn draws more resources. Higher education leaders have increasingly strived to internationalize their institutions for economic, political, academic, and sociocultural rationales (de Wit, 2002; Knight, 1999).

Everyone wants a "world-class" university (Altbach, 2004), and for that reason, internationalization is a key component and strategic priority for the development of higher education institutions, which has an impact on the fundamental functions of the university – science and research. (Gao Y., Baik C., Arkoudis S., 2015). Internationalization has become an important factor affecting the development of higher education (Lumby, Fosket, 2015), and as such not only implies the outward mobility of a particular part of the scientific population, but also the ability to attract foreign students and researchers (Chen Y., Zhang Z., 2018).

A number of global forces have influenced the emergence of internationalization as a key component of strategic priority in HEIs. These include regional competitiveness cross-border linkages, the new knowledge economy based on Information and Communication Technology (ICT), the pursuit of world class research universities, the cuts in public budget for universities and the entrepreneurial nature of modern universities. These have resulted in HEIs reinventing their management structures and institutional systems in ways that place internationalization as a key strategic priority, and as such influencing the traditional cornerstones of universities – namely research and teaching (Gao Y., Baik C., and Arkoudis S., 2015). National governments and supranational institutions are stimulating academic mobility in an effort to capitalize on the knowledge consolidation which this mobility promises (Bauder, 2012)

Highly-skilled individuals are one of the key factors for innovation and knowledge-driven economic development (Lucas 1988; Florida 2002). Doctorate holders represent a crucial human resource for research and innovation (Auriol, 2010). They have become more and more mobile in the last decades, thereby functioning as ‘knowledge spillover agents’ (Bergman and Schubert 2005). They transfer valuable knowledge from one region to another and contribute to the upgrading of regional knowledge pools by means of their mobility, triggering positive static and dynamic externalities (Döring and Schnellenbach 2006; Saxenian 2006). Mobility of human resources in science and technology has become a central aspect of globalization. Migration of talent now plays an important role in shaping skilled labor forces throughout the OECD area” (OECD, 2008c).

Scientific talent is essential for countries’ development, because modern growth is about innovation (Cimuas, 2010). Knowledge transfer between countries is an important driver of innovation, especially in emerging economies (Barrett, Hansen, Natal, & Noureldin, 2021). Easy

technology transfer, cross-border scientific cooperation and policies that fund basic scientific research can foster the innovation needed for long-term growth. Especially at the time of the COVID-19 pandemic, which reversed decades of economic progress, so the only way out and imperative for recovery is to invest in long-term growth. Emerging economies rely much more on foreign than on domestic research (basic and applied) for innovation and growth (Barrett, Hansen, Natal and Noureldin, 2021).

That is why the international mobility of researchers has been a phenomenon of growing interest for scholars and policy makers since the 60s and can have a significant impact on National Innovation Systems (Freeman, 1987; Lundvall, 1992; Nelson, 1993). In this regard, Europe has put the knowledge economy in its growth strategy "Europe 2020" and recognized the mobility of researchers as a major factor in creating innovations that can lead to economic growth and development. European Research Area is a framework for the development of science and research in Europe (Morano Foadi S., 2005), and also a political effort to stimulate international academic mobility (Bauder H., 2012). The EU contentiously encourages the flow of a highly skilled workforce through the internationalization of higher education, joint recognition of qualifications and harmonization of teaching (Iredale, 2001). How innovation can be viewed from a micro and macro perspective (Bucar M, Jacimović D., 2018) this PhD research will examine the mobility of researchers as a factor in encouraging innovation and development of institutional and national competitiveness. Adding to the previous statements, knowledge, creativity and innovation have become the main factors stimulating social and economic development, reinforcing the role of IC in generating sustainable growth and development (Cabrita M.R., Cabrita C., 2010).

The expansion of research and innovation systems has mainly been driven by the enterprise sector, especially multinational and large enterprises and the expansion of the service sector, where R&D investment now grows faster than in manufacturing (Auriol, 2010). In a world where human capital is vital for development, and is therefore actively attracted by development agents, universities tend to acquire more complex roles within society, moving closer to social and economic stakeholders and themselves becoming true development hubs, and main economic development engines (e.g., Göransson et al, 2009; Rapini et al, 2009).

Ranking the world's universities started as a harmless academic exercise to find the factors that lead to excellence in universities, with the appearance in 2003 of the World Ranking of World University (ARWU; Shanghai Ranking Consultancy, 2015) at the Shanghai Jiao Tong University in the People's Republic of China. This was soon emulated by the Quacquarelli Symonds – Times Higher Education World University Ranking (QS – THEWUR) jointly released by the London-based firm of consultants and the Times Higher Education Supplement. The collaboration soon ceased and the two ranking agencies thereafter published their own ranking as the Quacquarelli Symonds World University Ranking (QSWUR; QS Top universities, n.d.) and the THEWUR (Times Higher Education World University Rankings, n.d.). By now, these ranking systems have come to be accepted as the classic three to which much attention has been accorded. (Soh, 2017)

But, based on the literature overview, none of these rankings is without a flaw. In the research done by Soh in 2017, there has been detected "Seven deadly sins" of ranking systems: spurious precision, weight discrepancies, assumed mutual compensation, indicator redundancy, inter-system discrepancy, negligence of indicator scores and inconsistency between changes in ranking and overall.

That is why, beside the common categories evaluated by official rankings systems (teaching, research, internationalization and knowledge transfer), this research will add as novelty and scientific contribution: Quality of Academic Life (QAL) for students, and Quality of Work Life (QWL), for lecturers/researchers, as the performance categories, and as well try to make a relation to key performance indicators recognized by European Innovation Scoreboard, for the four countries from the sample.

HEIs must satisfy different kinds of stakeholders\_(Alexander and Hjortso 2019) to gain both resources and legitimacy (Pinheiro, 2015). For their sustainability, HEIs should set out targets that satisfy their current and potential stakeholders (Jongbloed et al. 2008; Pavičić et al. 2009; Falqueto et al.2020), and strategic management that incorporates both competitive dynamics and stakeholders' interests (Soewarno and Tjahjadi 2020).

HEIs' main stakeholders are students and lecturers/researchers (see Mainardes et al. 2013). Due to these facts and goals pursued, we selected students and lectures/researches as a ground for this research.

Students can be considered as internal and external stakeholders, depending on a point of view – if they are being seen as an inexhaustible pool of knowledge, ideas, i.e., human capital, then they are internal stakeholder, but if they are being seen as promoters of their university, affecting the reputation of the university by giving recommendations, then they are external stakeholders (Pedro, Alves, Leitão, 2020). The role of students has gained increasing significance due to the payment of tuition fees, and they assume a key role in the evaluation of lecturers as a fundamental factor for the institutional image conveyed by the level of student satisfaction (Wong and Chiu 2019).

Lecturers/researchers have an interconnection with students by playing the fundamental role in achieving student satisfaction, especially in terms of their perceptions of teaching methods (Pedro et al. 2018). Besides that, lecturers are also engaged in research, administrative duties and student support (Archer 2008). In a situation where the paradigm of managerialism has produced forms of university with the strong power of management and diminishing autonomy of professional academics (Parker & Jary, 1995; Willmott, 1995; Randle & Brady, 1997), the potential conflict can arise. Theory predicts that academics experience self-estrangement (i.e., work alienation) and lower levels of organizational commitment whenever managerialist work characteristics come into direct conflict with academics' work autonomy expectations (Mottaz, 1981; Hoy et al., 1983; Kakabadse, 1986; Nixon, 1996).

The two new components will be included in performance criteria: Quality of Academic Life - for students and Quality of Work Life for the lectures. QAL covers both the cognitive assessment of life in the faculty and the affective experiences occurring during the time spent at university (Hassan, 2011; Yu & Kim, 2008; Yu & Lee, 2008), with the cognitive component referring to the degree of need for satisfaction with university life, and the affective component relating to the frequency of experiences that influence students, positively, throughout their time at university (Campbell, Converse, & Rodgers, 1976; Diener, 1994). More satisfied students and better relations with lecturers imply better recommendation, image and reputation for HEIs (Pedro, 2016).

Quality of Work and Life can have a significant impact on staff responses, in terms of organizational identification, job satisfaction, job involvement and job effort (Sirgy et al. 2001), and thus contributes to enhancement of the institution's performance, with more motivated

lecturers regarding their students and classes, and better scientific outputs that translate into more satisfied students (Pedro, 2016). QWL is indeed the manifestation of employees' feelings of satisfaction about all dimensions of work including economic rewards, security, working conditions, organizational culture and climate, and co-worker relationship (Zahoor 2016). QWL not only focuses on the financial aspects related to work but also considers some other imperative aspects of the job such as employment conditions, performance, efficiency, organizational commitment, social support and social relevance (Farjad and Varnous 2013), because scientists are not only motivated by salary - scientists are known to respond to incentives in the form of recognition, intellectual curiosity and the freedom to perform research (Stephan & Levin, 1992; Sauermaun & Roach, 2010).

This research will try to answer which component of the Intellectual Capital of HEIs' influences its performance the most; deliver the recommendations to improve the organization of the HEIs and the higher education policies in Montenegro for fostering internationalization, innovation and national competitiveness, based on case study analysis and questionnaire results.

Bearing in mind the literature overview, the intellectual capital of the HEIs can be divided into three components, for this research:

- Innovation Potential (IP);
- Internal Potentials for Management of Knowledge (IMK);
- Cooperation with Society (CWS).

#### Cilj i hipoteze

The aim of this doctoral thesis is to measure the impact and importance of the HEIs' Intellectual Capital components (*Innovation Potential, Internal Potentials for Management of Knowledge; Cooperation with Society*) on the universities' performance (*Teaching, Research, Internationalization, Knowledge Transfer, Quality of Academic and Work Life*).

Based on gained results, the aim is to create and suggest a model of internationalization for HEIs in Montenegro, which will lead to their better positioning in the rankings, and also will have a positive and encouraging impact on the level of innovation in the country and thus the level of national competitiveness.

The thesis research would have 2 components:

- a quantitative approach, and
- a qualitative approach.

**A quantitative (statistical) approach** would investigate in what way the components of IC interact with HEIs' Key Performance Indicators (KPI): **Teaching, Research, Internationalization, Knowledge Transfer and, Quality of Academic/Work Life**, based on the perception of HEIs' main stakeholders - students and lecturers/researchers. Related to that, the following research question would be addressed:

***RQ: Which component of the HEIs' intellectual capital makes the greatest impact on the HEIs' key performance indicators?***

The approach will look for intangible connections, with an aim to make a pioneering contribution to better understanding of whether the Intellectual Capital of HEIs makes an

impact on its performance, including a more subjective dimension related to the perceptions of students and lecturers/researchers. The performance of HEIs is measured through: teaching, research, internationalization and knowledge transfer, according to the components and indicators used by reliable rankings of the universities – ARWU, Academic Ranking of World Universities by Shanghai Ranking Consultancy, and the THE – Times Higher Education World University Rankings; but as well with: Quality of Academic Life (QAL), according to Pedro et al. (2016); and Quality of Work and Life, according to Sirgy et al. (2001) and Parsa et al. (2014).

**H1: Innovation Potential is positively and statistically significantly related to HEIs' performance, according to perceptions of stakeholders.**

**Explanation:** HEIs' Innovation Potential represents all the most valuable human resources, personified in staff (Shehzad et al., 2014). Lecturers and researchers' human capital derive from their teaching capacities and research competences (Cricelli et al. 2018). Stakeholders perceive human capital as a source of internal and external knowledge creation (Barbosa et al. 2016). Human resources are the most important factor determining HEIs' higher performance (Zlate and Enache 2015), especially in HEIs directed towards research and innovation (Cricelli et al. 2018). Innovation potential is highly important to HEIs and may be (or not) directly interconnected with their levels of performance in different contexts.

**H2: Internal Potential for Management of Knowledge is positively and statistically significantly related to HEIs' performance, according to perceptions of stakeholders.**

**Explanation:** HEIs' IMK activities include all explicit knowledge interrelated with the internal organizational processes of promotion, communication and management of knowledge, which spans organizational aspects and technological resources (Pedro et al., 2019). HEIs' IMK activities correspond to the knowledge that emerges from internal organizational processes (Cricelli et al., 2018), while also deriving from management of the internal relationships between technological components and organizational culture (Ramírez Córcoles et al. 2011). Chatterji and Kiran (2017) address the relationship between HEI performance and Intellectual Capital, finding that IMK activities have a positive effect on the HEIs performance. R&D Activities provide support for HEIs' human resources and have a positive influence on performance (Shehzad et al., 2014).

**H3: Cooperation with Society is positively and significantly related to HEIs' performance, according to perceptions of stakeholders.**

**Explanation:** HEIs' Cooperation with Society extends across the institutional relationships built up and maintained between HEIs and non-academic partners (e.g., companies, local government, society), and stakeholders' perceptions of the institution (e.g. image, reputation, trustworthiness) (Pedro et al. 2019). Cooperation with Society incorporates the relations between the organization and its environment (e.g., Alcaniz et al. 2011), and these networks with external entities and organizations represent the basic component of HEIs' Cooperation with Society (Ramírez et al. 2007). Cooperation with Society has a direct and significant effect on HEIs' performance from Indonesia (Anggraini et al. 2018), as well on HEIs from India (Chatterji and Kiran 2017), but that is not the case with the HEIs from Pakistan (Shehzad et al.,



2014). While R&D activities are of great importance to HEIs, despite varying according to the different countries, Cooperation with Society can play a role in determining HEIs' performance.

### **Materijali, metode i plan istraživanja**

Modern practice of science requires a combination of precisely defined research question and selection of appropriate methods, cohesion of several scientific disciplines, with satisfied European standards of scientific work, thus ensuring the innovative potential of the dissertation. The research will be done by using both quantitative and qualitative analyses. In this regard, the following is shown the research approach that will be applied, so that the expected outcomes and goals are achieved:

#### **A quantitative approach:**

##### **➤ Data collection**

- a. By working with mentors, the candidate will compile a corresponding questionnaires that are relevant to EU universities, suitable for the countries in the sample, especially Montenegro. Questionnaires that will be used for data collection are with structured and closed questions and a 7-point Likert scale. One questionnaire will be intended for students, and another one for lecturers/researchers.

At the beginning, of both questionnaires, there will be three sections, and thirty-two (32) questions in total, related to the HEIs' Intellectual Capital, where students, or lecturers/researchers will indicate the level of agreement they attribute to each of the items indicated to measure the intellectual capital of the institution where they study or work. As it was mentioned earlier, there are three components of IC, so each of them will be treated within the questionnaires:

- i. Innovation Potential (11 questions, per each questionnaire),
  - ii. Internal Potential for Management of Knowledge (11 questions, per each questionnaire);
  - iii. and Cooperation with Society (10 questions, per each questionnaire).
- b. As it was pointed out before, the main activity of this research is to examine the impact of the IC components on the performance of the HEIs; questionnaires will treat the "Performance" categories as following:
    - i. Teaching, environment and learning - 3 questions per each questionnaire;
    - ii. Research (volume, revenue and reputation) – 5 questions per each questionnaire;
    - iii. Internationalization (students, staff and research) – 3 questions per each questionnaire;
    - iv. Knowledge and technology transfer – 1 question per each questionnaire;
    - v. Academic quality of life for students – with 39 questions,
    - vi. Quality of life in the workplace, for professors and researches, with 16 questions.

- c. To collect the necessary data, a stratified sample composed of four strata (Montenegro, Slovenia, Slovakia and Portugal) will be used from which a simple random sample will be selected. The sample will cover approximately 800 students and 600 lecturers/researchers, from European public and private universities; The sample will consist of European HEIs, which deal with teaching and research, as well as the organization of study programs at different levels of study, and will try to meet other criteria, such as gender equality, different age structures, students of all three levels of study and lecturers/researchers of different levels of promotion. In other words, it will be taken into account that the gender structure, representation in the years of study and age structure - both for students and lecturers, in all strata, stays harmonized with the same shares at the population level. These data will be provided from student and lecturer databases, from the mentioned universities. Also, following the methodology of the aforementioned research (Pedro et al. 2019) where the study included 738 surveyed students and lecturers at the level of HEIs from Portugal, and comparing the level of population and number of students in other countries (Slovakia, Slovenia and Montenegro), the estimated number of surveyed students and lecturers for these countries would be as follows: 401 for Slovakia, 155 for Slovenia and 50 for Montenegro. Collectively, this is just under 1400 respondents, roughly divided into 800 students and 600 lecturers, as noted earlier.
- d. The questionnaires will be made in electronic form and will be distributed through available communication channels to our target groups during the study visits of the candidates, but also through the association "TEPSA" and its partners.

➤ **Methodology**

- e. For this purpose, the Structural Equation Model (SEM) will be developed to examine the impact of the chosen variables on the performance of the HEIs; The SEM is a well-known multivariate statistical analysis model that provides robust use in social sciences (Cunningham, 2008; Pearl, 2000), specifically when dealing with multiple observed variables. It is useful in testing theories that contain multiple equations involving dependence relationships (Hair et al., 2016). The model can be used as a confirmatory technique, as well as exploratory analysis (Schreiber et al., 2006). Prior to the models, the reliability analysis will be conducted showing whether the data is appropriate for the SEM. The Kayser–Meyer–Olkin (KMO) measure of sampling adequacy and Bartlett’s test of sphericity will be applied, as well as the Cronbach alpha (the reliability coefficients).;
- f. The structural equation models will be estimated by the maximum likelihood estimation method with an R package or SPSS. Also, all calculations will be done with the R package and SPSS.
- g. Two SEM models will be estimated: one for students (M1) and the other for lecturers/researchers (M2). As there is a second-order construct (Performance) in both models, this analysis adopts a two-step approach (Wright et al., 2012):

- (i) only treating the first-order constructs of M1 and M2 (models M1a and M2a) and (ii) calculating the models after incorporating the aggregate scores as indicators of second-order constructs (Models M1b and M2b).

***A qualitative approach:***

**Case study analyses of internationalization of 8 universities in total (4 from the private sector and 4 from the public sector; 2 universities per each country) from 4 countries: Slovenia, Slovakia, Portugal and Montenegro:**

- a. Analysis of various practices of internationalization, constraints and challenges for the process of internationalization in higher education, in the countries in the sample;
- b. Analysis of the national reports on innovation performance, based on the official research and data, from European Innovation Scoreboard: [https://ec.europa.eu/growth/industry/policy/innovation/scoreboards\\_en](https://ec.europa.eu/growth/industry/policy/innovation/scoreboards_en) which provides Key Performance Indicators and a comparative analysis of innovation performance in EU countries, other European countries, and regional neighbours. It assesses the relative strengths and weaknesses of national innovation systems and helps countries identify areas they need to address, which supports our quantitative analysis, and gives ground to explain the impact of universities on stimulating national competitiveness and innovations;
- c. Analysis of creating and encouraging innovative practices in these countries;
- d. The sample consists of countries whose practices could be used as a model of the strategy for internationalizing higher education in Montenegro;
- e. This part of the research will be conducted through the study of a doctoral candidate, of 2-3 months in each of the countries mentioned;

The benefits of mobility at selected countries are recognized because of the following reasons:

- f. Primarily, **Slovenia** and Montenegro are small countries, the former Yugoslav republics, which have had an institutionally similar R&D system in the past, but still have limited human and financial resources and are trying to integrate as much as possible into the European Research Area, while Slovakia is also a smaller country in Europe, with a similar past and experiences from communism and socialism. These similarities indicate that there is room for cooperation, and that possibly some of their solutions in the design of institutions and scientific research system in the country, may be important for Montenegro. Slovenia has tried to apply different approaches, through the establishment of institutions to support the promotion of entrepreneurship (technology parks, incubators, centers of excellence, competence centers, etc.), and the application of various instruments, but Slovenian experience shows that some of these policies have been successful, while others didn't manage to produce the expected results, especially not in the area of economic growth and competitiveness. Although the Slovenian indicators of research results achieved even above the EU average, the results achieved by applying innovations in terms of increasing high-tech exports or value-added, are below expectations. The fact that Slovenia has often followed and applied the recommended best practice at the EU level makes the Slovenian experience very relevant for Montenegro. On the one hand, Slovenian



mistakes can be avoided, and on the other hand, a more optimal innovation policy can be designed. This would help the transition to an economy, ie a knowledge-based society, with a national innovation system that best suits the country's capabilities and that would best support the business sector, and especially its export component;

- g. On the other hand, **Slovakia** is one of the most sought-after destinations for research mobility, which makes these universities attractive for examining the applied organizational model. A comparative analysis of these two universities will clearly indicate the correct segments of the organization and give a clear signal in which direction the further development and organization of Montenegrin higher education institutions should move. In addition, as the University of Montenegro and the University of Ljubljana, as well as Comenius University in Bratislava, are members of the first trans-European Association for Economic Integration Issues "TEPSA", cooperation in this dissertation will enable the acquisition of broader knowledge available within this "think- tank" organizations, and important for better positioning in the European Research Area, which further refines this doctoral project and gives a stronger effect of the planned mobility;
- h. The University of Beira Interior in **Portugal** is also a highly internationalized institution of higher education, from which it is ideal to do the planned study for Portugal, a relatively geographically small and old EU member state. The similarity with Montenegro is the fact that it is a Mediterranean country, which inherits traditional, family values, which Montenegrin researchers most often cite as the reason why they do not participate in mobility programs. Precisely, the desire and intention are to examine how the Portuguese, who start from a similar cultural situation, still managed to motivate their researchers to be mobile and to attract foreign, external scientific potentials to come to their institutions. In Portugal, HEIs have recently experienced intense internationalization processes with rising results in the production and dissemination of knowledge, scientific research, international mobility and academic cooperation (Heitor and Horta 2011).

#### Očekivani naučni doprinos

Through the proposed original and innovative research approach, the contribution of this scientific research is reflected in:

- a. **The thesis will develop following statistics (metrics)**, with an aim to measure the strength of the relationship among Intellectual Capital components and Key Performance Indicators of the HEIs, for analysed sample, and in particular:
- i. Statistics (metrics) for countries that will measure and monitor the impact of internationalization on the success of the institutions involved in the sample;
  - ii. Add perceptions of the two main stakeholders (lecturers/researchers and students) thorough the variables Quality of Academic Life (QAL) for students, and Quality of Work Life (QWL), as the performance categories;

- b. Comparative Analysis for the four countries from the sample**, based on the Key Performance Indicators for the national innovation performance, recognized by European Innovation Scoreboard;
- c. Four (4) Case Study Analysis that will be conducted for:** Montenegro, Slovenia, Slovakia and Portugal, which has not been the case, so far:
- i. Analysis of various practices of internationalization, constraints and challenges for the process of internationalization in higher education, in the countries in the sample, with special attention to the gained significant variables through qualitative research;
  - ii. Analysis of creating and encouraging innovative practices in these countries;
  - iii. The sample consists of countries whose practices could be used as a model of the strategy for internationalizing higher education in Montenegro;
  - iv. Analysis of both private and public institutions of higher education in 4 selected countries, that can use as a framework for the best practice in area of internationalization. Based on the reviewed literature and taken surveys, the majority of the sample is only public institutions of higher education, most often from the big and the most developed EU countries – Germany, France and Poland. Their models are unapplicable for the internationalization of other *smaller* and less developed countries.
- d. Conceding policy proposals for the internationalization of higher education in Montenegro**, based on the experience of the countries included in the sample, which share certain similarities with Montenegro. Based on study visits to public and private universities in the sample countries, interviews will be conducted with official representatives of institutions, which will reveal the main motivating and limiting factors of internationalization, as well as motivating factors of our target groups to participate in mobility programs. Such data will be essential for creating proposals in which direction the further development of IVO internationalization in Montenegro should be directed. Also, the candidate will have the opportunity to get directly acquainted with the structure, organization, internal, strategic documentation of these institutions, which will be more than valuable for this research. Special attention will be paid to the application of the principles of the European Charter for Researchers and the Code of Employment of Researchers at Universities, called the "Charter & Code", which are key documents for encouraging the mobility of researchers in Europe. only applied by the University of Montenegro.

All this will improve the creation of policy proposals to increase the visibility of HEIs in Montenegro, which is one of the main contributions of this dissertation. In addition, it is useful to valorise the valuable economic potential that mobility of researchers has, which is reflected in the creation of innovations. Every innovation potentially represents a new product or service that can be offered to the market. There is also a close connection with entrepreneurship, because

most often innovations trigger the establishment of start-up companies, which then lead to economic growth in the country of establishment.

Montenegro, in whose economy great emphasis is placed on the development of entrepreneurship and the establishment of small and medium enterprises, can expect significant economic benefits from strengthening the scientific sector through mobility of researchers and increasing innovation, which is the main socio-economic contribution of this doctoral thesis.

#### Spisak objavljenih radova kandidata

**Petrovic F. (2011, September), *Economy of Montenegro***, Relevant Issues of Development of World Economy and Economy of Countries of the Southern and Eastern Europe, Rostov on Don, Russia, ISBN 978-5-7972-1740-4

**Petrovic F. (2012, July), *Foreign Direct Investments as the Challenge for Montenegro's Economy***, Current Challenges of the Global Economy, Iassi, Romania, ISBN: 978-973-703-782-4

**Petrovic F. (2013, July), *Creating a Digital Economy of Montenegro***, Knowledge Economy – Impact on Development of the Countries from South and South East Europe, Kotor, Montenegro, ISBN 978-86-80133-64-5

**Petrovic F. (2014, July), *Poverty Issue in Montenegro***, Socio –Economic Regional Development in the context of European Integration, Rzeszow, Poland, ISBN 978-83-7996-094-1

**Petrovic F. (2015, July), *Impact of national defence system on Economy of Montenegro***, Improving Business and Socio-Economic Environment for Enhancing Competitiveness, Belgrade, Serbia, ISBN 978-86-403-1502-9

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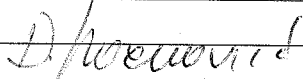
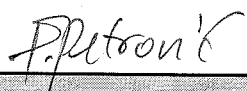
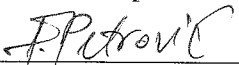
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<b>SAGLASNOST PREDLOŽENOG/IH MENTORA I DOKTORANDA SA PRIJAVOM</b>		
I responsibly confirm that I agree with the reported topic.		
Prvi mentor	Prof. dr Danijela Jaćimović	 Signed by: <b>JOÃO CARLOS CORREIA LEITÃO</b> Identification number: 09497601 Date: 2022.04.20 08:57:22+01'00'
Drugi mentor	Doc. dr João Correia Leitão	
Doktorand	Filip Petrovic, MSc.	
<b>IZJAVA</b>		
I responsibly declare that I did not register my PhD dissertation with the same research topic at any other university.		
In Podgorica, April 18, 2022		
		Filip Petrovic, MSc. 



Na osnovu člana 32 stav 1 tačka 14 Statuta Univerziteta Crne Gore, u vezi sa članom 29 Pravila doktorskih studija, Senat Univerziteta Crne Gore, u postupku razmatranja prijedloga Vijeća Ekonomskog fakulteta i na prijedlog Centra za doktorske studije, na sjednici održanoj 12.03.2020. godine, donio je sljedeću

## ODLUKU

I

**Dr Danijela Jaćimović**, redovni profesor Ekonomskog fakulteta Univerziteta Crne Gore **imenuje se za mentora** pri izradi doktorske disertacije **kandidata mr Filipa Petrovića**.

II

Odluka stupa na snagu danom donošenja.

Broj: 03-111215-1  
Podgorica, 12.03.2020. godine



**PREDSJEDNIK SENATA**

**Prof. dr Danilo Nikolić, rektor**

Na osnovu člana 32 stav 1 tačka 14 Statuta Univerziteta Crne Gore, u vezi sa članom 29 stav 5 Pravila doktorskih studija, Senat Univerziteta Crne Gore, u postupku razmatranja prijedloga Vijeća Ekonomskog fakulteta i na prijedlog Centra za doktorske studije, na elektronskoj sjednici od 20-21.04.2021. godine, donio je sljedeću

## ODLUKU

I

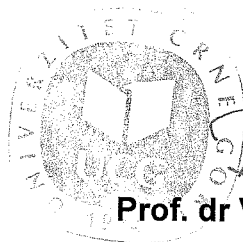
**Dr Joao Carlos Correia Leitao, vanredni profesor Univerzitea Beira Interior Kovilja, Portugalija imenuje za komentora pri izradi doktorske disertacije kandidata mr Filipa Petrovića.**

II

Odluka stupa na snagu danom donošenja.

Broj: 03- 034

Podgorica, 21.04.2021. godine



**PREDSJEDNIK SENATA**

**Prof. dr Vladimir Božović, vršilac funkcije rektora**

# **Prof. dr Danijela Jacimovic**

## **BIOGRAFIJA**

Rođena sam u Podgorici 1972. godine. Osnovnu školu „Maksim Gorki“ završila sam 1978.godine, a Gimnaziju „Slobodan Škerović“ 1986.godine u Podgorici. Za uspjeh u osnovnoj i srednjoj školi bila sam dobitnik diplome „Luča“.

Ekonomski fakultet u Podgorici upisala sam studijske godine 1990-91. godine, a diplomirala u julu 1994. godine na smjeru Preduzetništvo, prosječnom ocjenom 9,91.

Poslijediplomske studije sam upisala školske 1994/95. godine na Ekonomskom fakultetu u Beogradu, smjer: Međunarodna ekonomija, a magistrirala u julu 1997.godine, odbranivši tezu „Uzroci prekomjerne zaduženosti manje razvijenih zemalja i mogućnosti njenog rješenja“. Na istom Fakultetu sam odbranila doktorsku disertaciju »Medjunarodna kretanja kapitala u finansiranju privrednog razvoja«, u julu 2002.godine.

Kao odličan student dobitnik sam više nagrada i priznanja. Pored godišnjih nagrada Ekonomskog fakulteta, dobitnik sam studentske nagrade „19 decembar“ kao najbolji student Ekonomskog fakulteta za 1993.godinu i nagrade Univerziteta Crne Gore za školsku 1993-94 godinu, kao i stipendije za talentovane studente, koju dodjeljuje Ministarstvo prosvjete i nauke za 1992-93, 1993-94. školske godine.

### **PODACI O RADNIM MJESTIMA I IZBORIMA U ZVANJE**

Zaposlena sam na Ekonomskom fakultetu u Podgorici od januara 1995.g. u svojstvu saradnik stipendista na predmetu *Medjunarodna ekonomija*. Nakon odbrane magistarske teze, izabrana sam u zvanje asistenta na predmetu *Medjunarodna ekonomija* 25.06.1998.godine i primljena sam u stalni radni odnos. Od tada, pa do studijske 2002/2003. godine izvodila sam vježbe na predmetima: *Međunarodna ekonomija*, *Međunarodni biznis* i *Međunarodni menadžment*. Angažovana sam bila na izvođenju vježbi na Poslovnoj školi, Ekonomskog fakulteta na usmjerenju *Robni promet, disciplina Spoljnotrgovinsko poslovanje*.

U zvanje docenta izabrana sam 22.04.2003.godine, odlukom Senata Univerziteta Crne Gore za predmete: *Medjunarodna finansijska tržišta* i *Menadžment međunarodnog poslovanja*. Na poslovnoj školi „Menadžment“ bila sam angažovana za izvođenje nastave na predmetu *Carine, špedicija i osiguranje*, 2005-2007.godine. Od studijske 2007-2008.godine pa do danas, angažovana sam na Fakultetu političkih nauka na dodiplomskim studijama, na predmetima: *Evropske institucije* i *Evropske integracije*. A od studijske 2007-2008. godine, izvodila sam nastavu na Magistarskim akademskim studijama na istom Fakultetu, na predmetu *Evropske institucije*. Na Magistarskim akademskim studijama na Ekonomskom fakultetu angažovana sam od 2006.godine na predmetima: *Međunarodne finansije* i *EU Institucije*. A od 2007.godine do danas, imenovana sam kao rukovodilac usmjerenja *Međunarodna ekonomija* na Magistarskom programu i usmjerenja *Međunarodni biznis* na dodiplomskom programu na Ekonomskom fakultetu. U periodu od 2000-2005.g. radila sam kao stručni konsultant u projektu izrade, primjene makroekonomske baze podataka u Centralnoj bazi podataka i prilagođavanju date baze međunarodnim standardima izvještavanje, analize i prognoze, US Agency for International Development (USAID)/Montenegro Economic Reform Project, Retained by the firms MONDAY: Consulting (former PWC) and KPMG Barents Consulting.

Odlukom Senata Univerziteta Crne Gore, izabrana sam u zvanje vanrednog profesora na

Ekonomskom fakultetu 10.07.2008.godine, za predmete: Međunarodna ekonomija, Globalizacija svjetske privrede i Međunarodna finansijska tržišta. Odlukom Senata od 15.04.2014.godine izabrana sam za redovnog profesora za predmete Međunarodna ekonomija i Globalizacija svjetske ekonomije.

Obavila sam više specijalizacija u inostranstvu od kojih su najvažnije:

- u periodu 2003-2010.godine pet puta sam boravila na 6nedjeljnom usavršavanju na London School of Economics and Political Science (LSE), u okviru Chevening Faculty Fellowship Program - Visiting Junior Fellowships.
- jednomjesečna istraživačka posjeta Univerzitetu u Beču, One-Month Visit at Vienna University of Economics and Business / Institute for International Economics and Development, June 2011.
- u periodu 2008-2010.godine dva puta sam bila na usavršavanju u Svjetskoj trgovinskoj organizaciji.
- jednomjesečni boravak na Univerzitetu u Bolonji, JoinEU-SEE scholarship scheme for academic exchange between EU & Candidate countries and Western Balkan universities, staff mobility at the University of Bologna, June, 2010.
- 2 nedeljno usavršavanje u primjenu "case study" metoda na International School of management, IPMA, Slovenija, 2009
- 2 mjesечно usavršavanje na University of Tokyo, Seminar on Economic Development Policies (JFY 2006)- Training Award of Japan International Cooperation Agency (JICA), Tokyo, 2006.
- Creation of Montenegro team of Bologna promoters, Tempus project C008Z04-4004, Rome, 2006.
- studijska posjeta EU institucijama- Programme "Learn about the EU personally - study visit" organised by the Centre for Civic Education, Centre for Development of NGOs and European Movement in Montenegro with support of Royal Norwegian Embassy, 2006.
- 6 nedeljno usavršavanje iz oblasti tehnika predavanja, Training of Trainers program-National Council on Economic Education (NCEE), funded by the U.S. Department of Education, 2005.

### **Ostale aktivnosti**

Pored redovnog nastavno-pedagoškog rada na Univerzitetu, autor sam značajnog broja naučnih radova koji su objavljeni u časopisima koji se nalaze u međunarodnim bazama (SCI Expanded - Thomson Reuters) ili se ne nalaze u bazama podataka, ali imaju redovnu međunarodnu distribuciju i rezime na stranom jeziku. Određeni broj radova je objavljen u referentnim domaćim časopisima, a imala sam izlaganja na više skupova u inostranstvu i zemlji. Takođe, učestvovala sam u organizaciji više naučnih skupova u zemlji i inostranstvu. (Prilog: Klasifikaciona bibliografija).

Član sam uređivačkog odbora časopisa Journal of Emerging Issues in Economics, Finance and Banking (e-journal) i Ekonomskih tema, Ekonomski fakultet u Nišu. Član istraživačke akademske mreže pri London School of Economics- South East European Research Network (SEERN)

Trenutno sam korisnik EU LLL programa, kao rukovodilac projekta Jean Monett Module: European Economy, Institutions and Policies, i rukovodilac crnogorskog tima u bilateralnom naučno istraživačkom projekatu Crna Gora - Austrija 2013-14: Western Balkans: FDI and Development Models u saradnji sa Vienna University of Economics and Business / Institute

for International Economics and Development. Kao član tima, angažovana sam u više međunarodnih projekata. Takođe, sam angažovana pri izradi velikog broja projekata koji su se realizovali u saradnji sa domaćim organizacijama/institucijama.

Angažovana sam kao predavač/trener pri realizaciji velikog broja seminara/treninga. Prije svega u okviru programa stručnog osposobljavanja Uprave za kadrove, predavač sam na diplomatskoj akademiji "Gavro Vukovic", kao i na više međunarodnih ljetnjih škola koje je naš Univerzitet organizovao sa partnerskim EU univerzitetima.

Tokom bavljenja pedagoškim radom na Fakultetu, pored angažovanja u nastavnoj aktivnosti, bila sam angažovana kao mentor ili član komisija za izradu značajnog broja diplomskih radova, kao i određenog broja magistarskih teza. Nalazim se na listi arbitrara Spoljnogotrgovinske arbitraže u primjeni CEFTA sporazuma Ministarstva ekonomije.

## 1. NAUČNOISTRAŽIVAČKA DJELATNOST

### 1. Monografije

#### 1.2. Dio naučne monografije izdate od strane renomiranog međunarodnog izdavača

1. **Jaćimović D.**, *Public Policy Making in the Western Balkans: Actors, Networks and Coalitions Driving the Agenda For Reform*, editors in chef: Margo Thomas and Vesna Bojicic-Djelilovic, chapter Enhancing Competitiveness and Accelerating European Union Integration-the Role of higher education, Springer, 2014. ISBN 978-94-017-9345-2

#### 1.4. Knjiga studijskog karaktera izdata kod nas

2. **Jaćimović D.**, *Evropske institucije i Lisabonski ugovor*, Uprava za kadrove, Podgorica, 2010, pp. 1-201, ISBN 978-86-85819-30-8.

#### 1.5. Autorska naučna monografija izdata kod nas (i u okruženju) čiji su izdavači nacionalne akademije nauka i državni univerziteti i dio knjige studijskog karaktera.

3. **Jaćimović D.**, *Crna Gora u XXI stoljeću-u eri kompetitivnosti, Evropske i NATO integracije*, Crnogorska akademija nauka i umjetnosti, Podgorica, 2010, Vol 73, No 4, pp. 325-359, 393-414, ISBN 978-86-7215-247.
4. **Jaćimović D.**, *The Role of Contemporary Management and Marketing Methods in Improvement of Competitiveness of the Companies in Serbia within the Process of its Integration to the European Union*, CID Faculty of Economics, Belgrade, 2012, pp. 475-494. ISBN 978-86-403-1259-2, COBISS.SR-ID 195212044  
CIP 005(082), 658.8(082), 338:339.137.2(497.11)(082),  
338.48(497.11)(082)

### 1.2. Radovi objavljeni u časopisima

#### 1.2.1. Radovi objavljeni u časopisima koji se nalaze u međunarodnim bazama

5. **Jaćimović D.**, Karadžić V., "Higher Education Reforms in Montenegro Towards Competitive and Productive Economy at EU Single Market", Actual Problems of Economics, National Academy of Management, Kiev, 2014, No1, ISSN: 1993-6788.  
Dostupno u Scopus by Elsevier, Index Copernicus

EBSCOhost, Ulrich's Periodicals Director). Rad je prihvaćen za štampu. (Prilog)

### **1.2.2. Radovi međunarodnim časopisima koji se ne nalaze u bazi podataka, a imaju redovnu međunarodnu distribuciju i rezime na stranom jeziku**

6. Djurović G., **Jaćimović D.**, "From Stabilisation and Association Process to full Membership of Western Balkans Countries - Case Study", International Journal of Information Systems and Social Change, IGI Global Montclair State University, 5(2), 2014, New Jersey, DOI: 10.4018/IJISSC, ISSN: 1941-868X, EISSN: 1941-8698 Rad je prihvaćen za štampu. (dostupno u: Bacon's media Directory, DBLP, Google scholar, INSPEC, JournalTOCs, Media Finder, The Standard Periodical Directory i Ulrich's Periodicals Directory)
7. Bijelić P., **Jaćimović D.** i Tasic I., „Effects of World Economic Crisis on Exports in the CEEC: Focus on the Western Balkans, Economic Annals, Vol LVIII, No 196/January-March 2013, Beograd, pp 71-98, ISSN: 0013-3264. (dostupno u Elsevier Scopus database by SCImago Journal & Country Rank Q3)
8. **Jaćimović D.**, Bijelić P., Marković I., "Impact of World Economic Crisis on Foreign Investments and Trade in the Western Balkans", Ekonomske teme, 51(1), 2013, Ekonomski fakultet u Nišu, Niš, pp.1-20, ISSN: 0353-8648. (dostupno u Bacon's Media Directory, DBLP, Google Scholar, INSPEC JournalTOCs, MediaFinder, The Standard Periodical Directory, Ulrich's Periodicals Directory)
9. Đurović G., **Jaćimović D.**, "Montenegro's Integration Perspective in Crisis Time" GSTF Global Business Review, Global Science Tehnology Forum, Vol 2, No 2, 2012, Singapore, pp120-127, ISSN: 2010-4804. (dostupno u: Ulrich's Periodicals Directory, EconBiz, EBSCO, CrossRef, Proquest, Cabell's Directories, Scopus, ScienceDir)
10. **Jaćimović D.**, "Increasing The Effectiveness of FDI as a Driving Factor in Raising the Level of Competitiveness in the Western Balkans", Journal for Labour and Social Affairs in Eastern Europe, Hans-Bockler-Stiftung, Dusseldorf and the European Trade Union Institute, Vol 15, No 1, 2012, Brussels, pp 95-109, ISSN:1435-2869. (dostupno u: LSE's International Bibliography of the Social Science, World Affairs on line (WAO) database of the German Information Network International Relations and Area Studies, Central and eastern relations and Area Studies)
11. **Jaćimović D.**, "European parliament – Increase of Jurisdiction and Real Power", Montenegrin Journal of Economics, Elit Vol 7, No 1, 2011, Podgorica, ISSN 1800-5845, pp99-109. (dostupno u: Journal of Economics Literature, Pittsburgh, the AEA electronic index - American Economic Association, Index Copernicus International S.A. database, EBSCO Publishing, Ulrich's Periodicals Directory, RePEc, World-Wide Web Virtual Library, Genamics JournalSeek, Cabell's, ECONIS Datenbank)
12. Djurovic G., **Jaćimović D.**, "Implementation of the Acquis as the Most Important Part in Further Integration Phases of Montenegro", Croatia International Relation Review, Institute for International Relations, Vol XVII, No 62/63, 2011, Zagreb, pp. 27-41, ISSN:1331-1182. (dostupno u: International Political Science Abstracts IPSA, public Affairs Information Service PAIS, Cambridge Scientific Abstract, CSA Worldwide Political Science Abstracts, CSA Social Service Abstract, CSA Sociological Abstract)
13. **Jaćimović D.**, "European Council and Lisbon Changes", Montenegrin Journal of Economics, Elit, Vol 6, No 11, 2010, Podgorica, pp107-113, ISSN 1800-5845. (dostupno u: Journal of Economics Literature, Pittsburgh, the AEA electronic index - American Economic Association, Index Copernicus International S.A. database, EBSCO Publishing, Ulrich's Periodicals Directory, RePEc, World-Wide Web Virtual Library, Genamics JournalSeek, Cabell's, ECONIS Datenbank)



14. **Jaćimović D.**, Karadzic V. and Boskovic T., “Efecets of Good Governance Indicators for the Balkan Countires Development“, Journal for Labour and Social Affairs in Eastern Europe, Hans-Bockler-Stiftung, Duseldorf and the European Trade Union Institute, Vol 11, No 4, 2008, Brussels, pp. 485-503, ISSN 1435-2869. (dostupno u: LSE's International Bibliography of the Social Science, World Affairs on line (WAO) database of the German Infromation Network International Relations and Area Studies, Central and eastern relations and Area Studies)

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Број 01/ 24  
17/04/2014 год.  
ПОДГОРИЦА

Na osnovu člana 75 stav 2 Zakona o visokom obrazovanju (Sl.list RCG, br. 60/03 i Sl.list CG, br. 45/10 i 47/11) i člana 18 stav 1 tačka 3 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore, na sjednici održanoj 14. aprila 2014. godine, donio je

**ODLUKU  
O IZBORU U ZVANJE**

Dr **DANIJELA JAĆIMOVIĆ** bira se u akademsko zvanje **redovni profesor** Univerziteta Crne Gore za predmete: **Međunarodna ekonomija i Globalizacija svjetske privrede na Ekonomskom fakultetu.**

**REKTOR**



*Miranović Predrag*  
**Prof.dr Predrag Miranović**



## Curriculum Vitae

# João Carlos Correia Leitão

PhD in Economics, University of Beira Interior (UBI); Habilitation in Technological Change and Entrepreneurship, IST, University of Lisbon, Portugal. Associate Professor with Habilitation, UBI. Director of the UBI Executive, Business School. Research fellow at the NECE, Research Center in Business Sciences, UBI. Editor of the Springer Book Series: Studies in Entrepreneurship, Structural Change and Industrial Dynamics. Member of the Editorial Board of Sustainability, MDPI; The International Review on Public and Nonprofit Marketing, Springer; Revista Portuguesa de Estudos Regionais, APDR; Public Policy Portuguese Journal, UMPP; Discover Sustainability, Springer; and Businesses, MDPI. Member of the MIT Technology Review Global Panel, a community of business professionals.

## Identification

### Personal identification

Full name

João Carlos Correia Leitão

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Male

Birth date

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Leitao, Joao

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Researcher Id

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## Websites

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<https://publons.com/a/474705> (Scholar)  
<https://www.mendeley.com/profiles/joo-leito2/> (Scholar)

## Knowledge fields

Social Sciences - Economics and Business  
Engineering and Technology

## Languages

Language	Speaking	Reading	Writing	Listening	Peer-review
English	Proficiency (C2)	Proficiency (C2)	Proficiency (C2)	Proficiency (C2)	Proficiency (C2)
Spanish; Castilian	Advanced (C1)	Advanced (C1)	Upper intermediate (B2)	Proficiency (C2)	Advanced (C1)
Portuguese (Mother tongue)					
French	Intermediate (B1)	Upper intermediate (B2)	Intermediate (B1)	Intermediate (B1)	Intermediate (B1)
German	Beginner (A1)	Beginner (A1)	Beginner (A1)	Beginner (A1)	Beginner (A1)
Italian	Beginner (A1)	Elementary (A2)	Beginner (A1)	Elementary (A2)	Beginner (A1)

## Education

	Degree	Classification
2017/11/18 Concluded	Engenharia e Gestão (Título de Agregado) Major in Mudança Tecnológica e Empreendedorismo  Universidade de Lisboa, Portugal	Aprovado
2011/11/02 - 2012/03/31 Concluded	Curso Avançado de Gestão Pública (Especialização pós-licenciatura) Major in Administração Pública  Direção-Geral da Qualificação dos Trabalhadores em Funções Públicas, Portugal	17

2001/07/01 - 2004/11/03 Concluded	Economia (Doutoramento) Major in Economia Industrial  Universidade da Beira Interior, Portugal <i>"Estratégias de Integração Vertical e de Preços nos Serviços de Televisão por Cabo em Portugal"</i> (THESIS/DISSERTATION)	Aprovado por unanimidade
1997/10/02 - 1999/12/14 Concluded	Ciências Económicas (Mestrado)  Universidade da Beira Interior, Portugal <i>"Publicidade e Concentração Industrial: Condutas Estratégicas das Empresas-líder do Distrito de Castelo Branco"</i> (THESIS/DISSERTATION)	Muito Bom

## Affiliation

### Teaching in Higher Education

2021/01/14 - Current	Associate Professor (University Teacher) Universidade da Beira Interior Nucleo de Estudos em Ciencias Empresariais, Portugal
2012/09/26 - Current	Assistant Professor (University Teacher) Universidade da Beira Interior Nucleo de Estudos em Ciencias Empresariais, Portugal
2009/10/02 - 2012/08/31	Invited Teacher Coordinator (Polytechnic Teacher) Instituto Politécnico de Portalegre Escola Superior de Tecnologia e Gestão, Portugal
2008/09/01 - 2009/08/31	Invited Assistant Professor (University Teacher) Universidade de Lisboa Instituto Superior Técnico, Portugal
2004/11/04 - 2008/08/31	Assistant Professor (University Teacher) Universidade da Beira Interior, Portugal
2001/11/03 - 2004/11/02	Assistant (University Teacher) Universidade da Beira Interior Departamento de Gestão e Economia, Portugal
2000/11/02 - 2001/11/02	Invited Assistant (University Teacher) Universidade da Beira Interior Departamento de Gestão e Economia, Portugal
1999/10/01 - 2000/10/31	Assistant (Polytechnic Teacher) Instituto Politécnico de Portalegre Escola Superior de Tecnologia e Gestão, Portugal

### Positions / Appointments

2009/10/01 - 2012/08/31	Higher Education Institution Administrator Universidade da Beira Interior, Portugal
2009/10/01 - 2012/08/31	Administrador Serviços de Ação Social da Universidade da Beira Interior , Portugal
2000/02/28 - 2000/10/31	Higher Education Institution Administrator Instituto Politécnico de Portalegre, Portugal

## Projects

### Grant

	Designation	Funders
2016/09/01 - 2017/02/10	Bolsa de Licença Sabática SFRH/BSAB/127908/2016  Invited Scientist Fellow Friedrich-Schiller-Universität Jena, Germany	Ministerio da Ciencia Tecnologia e Ensino Superior, Portugal
2012/09/22 - 2012/10/04	Santander Universities Program to attend the course: 'Entrepreneurship Education'; Babson Entrepreneurship & Innovation Symposium for RedEmprendia Fellows Santander Universities Program  Other Babson College, United States	Fundación Banco Santander, Spain
2011/05/02 - 2011/05/11	Santander Universities Program to attend the course: Banco Santander Negotiations Program Banco Santander Negotiations Program  Other UCLA Anderson School of Management, United States	Fundación Banco Santander, Spain
2008/06/04 - 2008/06/06	Programa de Bolsas para Deslocações ao Estrangeiro, 2008, Calouste Gulbenkian Foundation  -  Invited Scientist Fellow Financial Management Association International, United States	Fundação Calouste Gulbenkian, Portugal
2006/07/23 - 2006/08/02	Programa de Bolsas para Deslocações ao Estrangeiro, 2006, Calouste Gulbenkian Foundation  -  Invited Scientist Fellow Max-Planck-Institut für Menschheitsgeschichte, Germany	Fundação Calouste Gulbenkian, Portugal



2001/12 - 2004/11	Estratégias de Integração Vertical e de Fixação de Preços nos Serviços de Televisão por Cabo em Portugal Projecto 5.3. 185.009/01 Projecto 5.3. ç 185.009/01  PhD Student Fellow Universidade da Beira Interior, Portugal	Programa de Desenvolvimento Educativo para Portugal, Portugal
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## Contract

	Designation	Funders
2019/02 - 2021/12	BIO-All: BIOHEALTH Gear Box Business Accelerator 600936-EPP-1-2018-1-PT-EPPKA2-KA  Researcher	Erasmus+, Portugal
2018/10/01 - 2021/09/30	U-Value - O impacto das Instituições de Ensino Superior na qualidade de vida das suas regiões RPTDC/EGE-OGE/29926/2017  Researcher Universidade da Beira Interior Faculdade de Ciências Sociais e Humanas, Portugal	Fundação para a Ciência e a Tecnologia, Portugal
2018/10/01 - 2021/09/30	O impacto das Instituições de Ensino Superior na qualidade de vida das suas regiões. PTDC/EGE-OGE/29926/2017  Universidade da Beira Interior, Portugal Centro de Investigação de Políticas do Ensino Superior, Portugal Universidade de Lisboa Instituto da Educação, Portugal	Fundação para a Ciência e a Tecnologia, Portugal
2018/06 - 2021/06	RemediaLab CENTRO-01-0145-FEDER-031277  Researcher	Comissão de Coordenação e Desenvolvimento Regional do Centro, Portugal
2018/02/05 - 2021/05/01	Laboratório e Incubadora de Media Regionais PTDC/COM-JOR/31277/2017  Universidade da Beira Interior, Portugal	Fundação para a Ciência e a Tecnologia, Portugal
2017 - 2021	EMaDeS – Energia, Materiais e Desenvolvimento Sustentável Centro-01-0145-FEDER-000017  Supervisor Universidade da Beira Interior, Portugal	UE/CCDR/FEDER, Portugal

2018 - 2020	RENewAL, European Pilot VET Programme 591861-EPP-1-2017-1-IT-EPPKA2-SSA  Researcher Universidade da Beira Interior, Portugal	European Commission, Belgium
2014/06/01 - 2018/11/30	Laboratório de Empreendedorismo, Tecnologia e Política de Inovação CMUP-ERI/TPE/0028/2013  Universidade Católica Portuguesa, Portugal Universidade Católica Portuguesa Unidade de Investigação em Gestão e Economia, Portugal Universidade de Lisboa Instituto Superior Técnico, Portugal Instituto de Medicina Molecular João Lobo Antunes, Portugal	Fundação para a Ciência e a Tecnologia, Portugal
2014/06 - 2018/05	Technology, Entrepreneurship and Innovation Policy Lab Provided by PTCRIS: 135785 135785  Researcher	Fundação para a Ciência e a Tecnologia, Portugal
2011/03/01 - 2014/08/31	Saída Ocupacional e Performance Empresarial entre Empreendedores e Gestores de Topo PTDC/EGE-GES/115310/2009  Universidade de Lisboa Instituto Superior Técnico, Portugal Universidade de Lisboa Centro de Estudos em Inovação Tecnologia e Políticas de Desenvolvimento, Portugal	Fundação para a Ciência e a Tecnologia, Portugal
2011/03 - 2014/08	Occupational Exit and Firm Performance among Entrepreneurs and Top Managers 115310 Provided by PTCRIS: 115310  Researcher	Fundação para a Ciência e a Tecnologia, Portugal
2009/04/01 - 2012/09/30	Capital Humano, Carreiras Empreendedoras e Novas Empresas de Base Tecnológica CMU-PT/Etech/0036/2008  Universidade de Lisboa Instituto Superior Técnico, Portugal Universidade de Lisboa Centro de Estudos em Inovação Tecnologia e Políticas de Desenvolvimento, Portugal Universidade Católica Portuguesa, Portugal	Fundação para a Ciência e a Tecnologia, Portugal
2009/04 - 2012/09	Human Capital, Entrepreneurial Careers and Knowledge Based Entrepreneurship 83823 Provided by PTCRIS: 83823  Other	Fundação para a Ciência e a Tecnologia, Portugal

## Outputs

### Publications

- |      |    |  |
|------|----|--|
| Book | 1  | Saiz-Álvarez, JM; Leitão, J; Palma-Ruiz, JM. <i>Entrepreneurship and Family Business Vitality</i> . 2020.<br>10.1007/978-3-030-15526-1   |
|      | 2  | Leitão, J; Nunes, A; Pereira, D; Ramadani, V. <i>Intrapreneurship and Sustainable Human Capital</i> . 2020.<br>10.1007/978-3-030-49410-0   |
|      | 3  | Leitão, J; Ratten, V; Barroca, J. <i>The Handbook of Open Smart Cities: Planning and Managing Open Innovative Ecosystems</i> . 2020.<br>10.1108/9781789734096  |
|      | 4  | Leitão, J. <i>Open Innovation Business Modeling</i> . 2019.<br>10.1007/978-3-319-89336-5_2   |
|      | 5  | Song, Y; Grippa, F; Gloor, PA; Leitão, J; Gluesing, J; Riopelle, K; Gloor, P. <i>Collaborative Innovation Networks</i> . 2019.<br>10.1007/978-3-030-17238-1  |
|      | 6  | Leitão, J; Alves, H; Krueger, N; Park, J. <i>Entrepreneurial, Innovative and Sustainable Ecosystems</i> . 2018.<br>10.1007/978-3-319-91282-0   |
|      | 7  | Cubico, S; Favretto, G; Leitão, J; Cantner, U. <i>Entrepreneurship and the Industry Life Cycle</i> . 2018.<br>10.1007/978-3-319-91282-0_3  |
|      | 8  | Leitão, J; Alves, H. <i>Entrepreneurial and Innovative Practices in Public Institutions</i> . 2016.<br>10.1007/978-3-319-12871-9   |
|      | 9  | Ramos, A.; Alves, H.; Leitaõ, J.. <i>Corporate social responsibility and cause-related marketing in school sports events: Assessing consumption decisions of external stakeholders</i> . 2016.<br>10.1108/S2043-052320160000010013 |
|      | 10 | Rui Baptista; João Leitão. <i>Entrepreneurship, Human Capital, and Regional Development</i> . Springer International Publishing. 2015.<br>10.1504/IJTM.2016.077979   |
|      | 11 | Smallbone, D.; Leitão, J.; Raposo, M.; Welter, F.. <i>Introduction</i> . 2010.<br>10.1504/ijesb.2010.033051  |
|      | 12 | Baptista, R; Leitao, J. <i>Public Policies for Fostering Entrepreneurship</i> . 2009.  |

- Book chapter
- 1 Oliveira, Rd; Leitão, J; Alves, H. "Corporate Governance and Sustainability in HEIs". 2020.  
10.1108/s2055-364120200000022016
  - 2 Leitão, J; Nunes, A; Pereira, D; Ramadani, V. "Insights into a New Research Agenda for the Behavioural Theory of the Firm". 2020.  
10.1007/978-3-030-49410-0\_1
  - 3 Leitão, J; Franco, M. "Non-economic Organizational Performance of SMEs: Is There a Rationale for a Cognitive Entrepreneur?". 2020.  
10.1007/978-3-030-49410-0\_2
  - 4 Pereira, D; Leitão, J; Baptista, R. "Who's Winning the "Survivor" Race? Gazelle or Non-Gazelle Startups". 2020.  
10.1007/978-3-030-49410-0\_11
  - 5 Rocha, RG; Leitão, J. "The Innovative Performance of Family Businesses: An Essay About Intellectual Capital and Absorptive Capacity". 2020.  
10.1007/978-3-030-49410-0\_12
  - 6 Martins, RC; Leitão, J. "CEO's Entrepreneurial Profile and Survival of Internationalised Wine Sector SMEs in Portuguese Region of Ribatejo". 2020.  
10.1007/978-3-030-49410-0\_15
  - 7 Gonçalves, Â; Pereira, D; Leitão, J; Fuentes, MdM. "Understanding Bio Health Technologies Entrepreneurial Ecosystems: An Intellectual Capital Approach". 2020.  
10.1108/978-1-78973-409-620201003
  - 8 Saiz-Álvarez, JM; Palma-Ruiz, JM; Leitão, J. "Introduction to Entrepreneurship and Family Business Vitality". 2019.  
10.1007/978-3-030-15526-1\_1
  - 9 Ganesini, G; Cubico, S; Favretto, G; Leitão, J. "Entrepreneurial Competences: Comparing and Contrasting Models and Taxonomies". 2018.
  - 10 Cubico, S; Favretto, G; Leitão, J; Cantner, U. "Introduction". 2018.  
10.1017/jmo.2018.14
  - 11 Noventa, S; Cubico, S; Formicuzzi, M; Ardolino, P; Favretto, G; Ciabuschi, F; Leitão, J. "Entrepreneurial Aptitude and Gender-Related Stereotypes: A Research on Competences, Policies and Practices to Foster Entrepreneurial Culture in a Less Favoured Environment". 2018.  
10.1108/ijem-04-2017-0086
  - 12 Leitão, J. "Theoretical Framework and Proposed Model". 2018.  
10.1007/978-3-319-49604-7
  - 13 Leitão, J. "Methodological Design and Empirical Findings". 2018.  
10.1108/ijeb-10-2017-409
  - 14 Leitão, J. "Concepts, Methodologies and Tools of Gamification and Design Thinking". 2018.  
10.1007/978-3-319-71014-3

- 15 Rodrigues, M; Leitão, J. "Human Capital, Organizational Competences and Knowledge and Innovation Transfer: A Case Study Applied to the Mining Sector". 2018.  
10.1007/978-3-319-89336-5\_6
- 16 Pereira, D; Leitão, J; Devezas, T. "Coopetition and Co-innovation: Do Manufacturing and Service Providers Behave Differently?". 2017.  
10.1007/978-3-319-91282-0\_1
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Preface /  
Postscript

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## Intellectual property

Patent

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Trademark	1	2015. "Quinta da Panasqueira (registo definitivo). N.º 20151000002107   Código: 0599.".
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## Distinctions

### Award

2020	Prémio Estímulo e Reconhecimento da Internacionalização em Ciências Sociais (Prémio ERICS) - edição 2020 Universidade de Lisboa Instituto de Ciências Sociais, Portugal
2019	Emerald Literati Award: Article "Intellectual capital and performance: taxonomy of components and multidimensional analysis axes"; published in Journal of Intellectual Capital. Emerald Group Publishing Ltd, United Kingdom
2017	Prémio Nacional de Inovação baseada no Conhecimento Ministerio da Economia, Portugal Agencia Nacional de Inovacao SA, Portugal
2012	Best Paper Award IECER Conference Universitat Regensburg, Germany

### Other distinction

2020	Member of the MIT Technology Review Global Panel, a community of business professionals
2019	Top peer reviewer in the Global Peer Review Awards, 2019, for 3 areas: Economics & Business; Environment & Ecology; and Cross-Field
2018	Top peer reviewer in the Global Peer Review Awards, 2018, for the area of: Cross-Field



## **Biografija – Doc. dr Julija Cerović Smolović**

Julija Cerović Smolović je rođena 21.07.1982. god. u Podgorici. Završila je studije na Ekonomskom fakultetu u Podgorici 2005. godine. Diplomirala je sa ocjenom 10,00 u junu 2005. godine (smjer Preduzetništvo i preduzetničke finansije). Postdiplomske studije je upisala u septembru 2005. godine na Ekonomskom fakultetu Univerziteta u Beogradu (smjer Statistička analiza) i 2008. godine odbranila magistarski rad pod nazivom „*Primena multivarijacione analize za redukciju informacija nad bazama podataka*”.

Doktorske studije upisala je 2008. godine na Ekonomskom fakultetu Univerziteta Crne Gore. Doktorsku disertaciju pod nazivom „*Ekonometrijsko modeliranje rizika na osnovu teorije ekstremnih vrijednosti uz višedimenzionalno uopštenje: primjena na Crnu Goru*“ odbranila je 15. juna 2015. godine.

Od 2005-2020 godine bila je saradnik u nastavi na Ekonomskom fakultetu, a zatim je u oktobru 2020. izabrana u zvanje docenta.

Dobitnik je brojnih nagrada i priznanja, među kojima se ističu:

- Studentsku nagradu “19. decembar” (2004),
- Nagradu Univerziteta Crne Gore (2005),
- Više puta je nagrađivana od strane Ekonomskog fakulteta kao najbolji student generacije
- Dobitnik je Plakete Univerziteta Crne Gore za najboljeg diplomiranog studenta iz oblasti društvenih nauka (2005. godine),
- Dobitnik je godišnje nagrade za najbolji doktorski rad u 2016. godini koju tradicionalno dodjeljuje Centralna Banka Crne Gore

U cilju usavršavanja, u proteklom periodu, boravila je na brojnim eminentnim fakultetima i institucijama, među kojima se posebno izdvajaju: London School of Economics (LSE), London, UK, april-jun 2013; Greenwich University, London, UK, jun-jul 2009.; “Katz Business School”, University of Pittsburgh, Pitsburg, SAD, 2008. (mjesec dana); Ekonomski fakultet u Ljubljani, januar 2008; Studijska posjeta Holandiji i njenim institucijama, januar 2008.

Autor je većeg broja naučnih i stručnih radova, od kojih se mnogi nalaze na SCI/SCIE/SSCI/A&HCI, SCOPUS i drugim bazama. Pored toga, učestvovala je na značajnom broju međunarodnih konferencija. Bila je učesnik u izradi određenog broja projekata, za čiju izradu je bio zadužen Ekonomski fakultet u Podgorici.

Recenzent je u mnogobrojnim časopisima, među kojima je više njih iz SCI/SCIE/SSCI/A&HCI, i SCOPUS baza.

Pored angažmana u nastavi, od 2012. do 2014. godine, bila je koordinator za mobilnost studenata. U istom periodu je bila i član Komisije za kvalitet na Ekonomskom fakultetu, kao i Komisije za odnose sa studentima iz oblasti međunarodne saradnje, nauke i nastave. Od 2021. godine obavlja funkciju rukovodioca akademskih studija Ekonomije, a od 2022. je rukovodilac i za primijenjene studije. Član je komisije za obezbjeđenje i unapređenje sistema kvaliteta Ekonomskog fakulteta, kao i komisije za postdiplomske studije.

## Bibliografija – Doc. dr Julija Cerović Smolović

### M2. Poglavlje u monografiji od međunarodnog značaja

1. Kaščelan, V., Novović Burić, M., **Cerović Smolović J.** (2018), *Factor Analysis of Life Insurance Development in Montenegro*, in: Kočović J., Jovanović Gavrilović B., Boričić B. and Radović Marković M (ed.), *Insurance in the post-crisis era*, Monograph, Chapter 12, pp. 205-218, ISBN: 978-86-403-1548-7, University of Belgrade, Faculty of Economics, Centar za izdavačku delatnost Ekonomskog fakulteta u Beogradu (CID)

### Q. Radovi objavljeni u naučnim časopisima

#### Q1. Radovi objavljeni u eminentnim međunarodnim časopisima (časopis indeksiran u SCI/SCIE/SSCI/A&HCI listama, rangiran u prvih 25% časopisa po Scopusovom rangiranju)

2. Mihailović, A., **Cerović Smolović, J.**, Radević, I., Rašović, N., Martinović, N. (2021) "COVID-19 and Beyond: Employee Perceptions of the Efficiency of Teleworking and its Cybersecurity Implications" *Sustainability*, 13(12), 6750. <https://doi.org/10.3390/su13126750>
3. **Cerović Smolović J.**, Muhadinović, M., Radonjić, M., Đurašković, J. (2020), *How does renewable energy consumption affect economic growth in the traditional and new member states of the European Union?*, *Energy Reports*, Vol. 6, Supplement 6, pp. 505-513. ISSN: 2352-4847, doi: <https://doi.org/10.1016/j.egyр.2020.09.028>
4. Đurišić, V., **Cerović Smolović J.**, Mišnić, N., Rogić, S. (2020), *Analysis of public attitudes and perceptions towards renewable energy sources in Montenegro*, *Energy Reports*, Vol. 6, Supplement 6, pp. 395-403. ISSN: 2352-4847, doi: <https://doi.org/10.1016/j.egyр.2020.08.059>
5. Đurišić, V., Rogić, S., **Cerović Smolović J.**, Radonjić, M., (2020), *Determinants of household electrical energy consumption: evidences and suggestions with application to Montenegro*, *Energy Reports*, Vol. 6, Supplement 3, pp. 209-217. ISSN: 2352-4847, doi: <https://doi.org/10.1016/j.egyр.2019.10.039>

#### Q2. Radovi objavljeni u eminentnim međunarodnim časopisima (časopis indeksiran u SCI/SCIE/SSCI/A&HCI listama, rangiran u prvih 50% časopisa po Scopusovom rangiranju)

6. Šehović, D., Konatar, M., **Cerović Smolović, J.**, Đurašković, J. (2021) "Socioeconomic Determinants of Local Fiscal Success – The Case of Montenegrin Municipalities" *Lex Localis – Journal of Local Self-Government*, 19(3), pp. 689-703. [https://doi.org/10.4335/19.3.689-703\(2021\)](https://doi.org/10.4335/19.3.689-703(2021))

7. Melović, B., Rogić, S., **Cerović Smolović, J.**, Dudić, B., Gregus, M. (2019), *The Impact of Sport Sponsorship Perceptions and Attitudes on Purchasing Decision of Fans as Consumers*, Sustainability, Vol.11 No.22. ISSN 2071-1050, 6389, doi: <https://doi.org/10.3390/su11226389>
8. **Cerović Smolović, J.**, Janketić, S., Jaćimović, D., Bučar, M., Stare, M. (2018), *Montenegro's road to Sustainable Tourism Growth and Innovation*, Sustainability, Vol.10 No.12. ISSN 2071-1050, 4687, doi: <https://doi.org/10.3390/su10124687> (Special issue Services Sector Trade and Investment)

**Q3. Radovi objavljeni u eminentnim međunarodnim časopisima (časopis indeksiran u SCI/SCIE/SSCI/A&HCI listama, rangiran u prvih 75% časopisa po Scopusovom rangiranju)**

9. Baćović, M., Jaćimović, D., **Cerović Smolović, J.** (2020) *Impact of export of travel services on current account balance and growth Mediterranean countries*, Prague economic papers, Volume 29, No. 6, pp. 710-728. ISSN: 1210-0455, ISSN (online): 2336-730X, doi: <https://doi.org/10.18267/j.pep.748>
10. Radonjić, M., Đurašković, J., Radović, M. **Cerović Smolović, J.** (2020) *Public debt dynamics in the Western Balkans: Do social Expenditures and economic growth matter?*, Revija za socijalnu politiku, Volume 27, No. 1, pp. 37-53. ISSN: 1845-6014, doi: <https://doi.org/10.3935/rsp.v27i1.1676>
11. **Cerović Smolović, J.**, Lipovina-Božović, M., & Vujošević, S. (2017) *GARCH models in value at risk estimation: empirical evidence from the Montenegrin stock exchange*, Economic Research-Ekonomska Istraživanja, 30(1), ISSN: 1331-677X (Print) 1848-9664 (Online), pp. 477-498, Journal homepage: <http://www.tandfonline.com/loi/rero20>, doi: <https://doi.org/10.1080/1331677X.2017.1305773>

**Q5. Radovi u međunarodnim časopisima koji nisu indeksirani na SCI/SCIE/SSCI/A&HCI listama**

12. Novović Burić, M., **Cerović Smolović, J.**, Lipovina Božović M., Lalević Filipović, A., (2017), *Impact of economic factors on life insurance development in Western Balkan Countries*, *Zbornik radova Ekonomskog fakulteta u Rijeci: časopis za ekonomsku teoriju i praksu*, Vol.35 No.2. ISSN 1331-8004, pp. 331-352, doi: <https://doi.org/10.18045/zbefri.2017.2.331>
13. Novović Burić, M., Baćović, M., **Cerović, J.**, Lipovina Božović, M. (2017), *Factors influencing life insurance market development in Montenegro*, *Periodica Polytechnica Social and Management Sciences*, 25(2), ISSN 1416-3837 (Print) 1587-3803 (Online), pp. 141-149, doi: <https://doi.org/10.3311/PPso.10049>
14. Rondović, B., **Cerović, J.**, Đuričković, T., Melović, B. (2017), *The Importance of Observing the Difference in Website Evaluations Obtained from Different Perspectives*, *International Journal for Quality Research*, 11(2), ISSN 1800-6450, E-ISSN 1800-7473, pp. 419-436, doi: <https://doi.org/10.18421/IJQR11.02-11>

15. **Cerović, J.**, Karadžić, V. (2015), Extreme Value Theory in Emerging Markets: Evidence from Montenegrin Stock Exchange, *Economic Annals*, Volume LX. No. 206. ISSN 0013-3264, pp. 87-116. doi: <https://doi.org/10.2298/EKA1506087C>
16. Lipovina-Božović, M., **Cerović Smolović, J.**, (2015), Evidence on Economic Growth and Financial Development in Montenegro, *Management*, 11(4), ISSN: 1854-4231, pp. 349-365.
17. **Cerović, J.** Lipovina-Božović, M., Vujošević, S. (2015), A Comparative Analysis of Value at Risk Measurement on Emerging Stock Markets: Case of Montenegro, *Business Systems Research*, Vol. 6. No. 1. ISSN 1847-8344, E-ISSN 1847-9375, pp. 36-55, doi: <https://doi.org/10.1515/bsrj-2015-0003>
18. Lipovina-Božović, M., **Cerović, J.**, Vujošević, S. (2015), Forecasting inflation in Montenegro using univariate time series models, *Business and Economic Horizons*, Vol. 11, Issue 1, ISSN 1804-1205, E-ISSN 1804-5006, pp. 51-63, doi: <https://doi.org/10.15208/beh.2015.05>
19. Karadžić, V., **Cerović, J.** (2014), Market risk of the Western Balkans countries during the global financial crisis, *Economic Annals-XXI*, No. 11-12 2014, ISSN 1728-6220 (Print) 1728-6239 (Online), pp. 19-23.
20. **Cerović, J.** (2014), Value at Risk Measuring and Extreme Value Theory: Evidence from Montenegro, *Facta Universitatis Series: Economics and Organization*, Vol. 11. No. 2. ISSN 0354-4699 (Print) 2406-050X (Online) pp. 175-189.
21. **Cerović, J.** (2014), The concept of value at risk (VaR) and risk regulatory in Montenegro, *Acta Economica*, Vol. 12, No. 21. ISSN 1512-858X (Printed) 2232-738X (Online) pp. 105-121, doi: <https://doi.org/10.7251/ACE1421105C>
22. Popović, S., Mugoša, A., **Cerović, J.**, Vukčević, S. (2014), The Effect of Financial and Non-Financial Incentives on Montenegro Employees' Satisfaction, *Transactions on Advanced Research*, Volume 10. No. 2. A publication of IPSI Bgd Internet Research Society New York, Frankfurt, Tokyo, Belgrade (ISSN 1820-4511), pp- 8-17.
23. Novović, M., Kaščelan, V., **Cerović, J.** (2011), Performances of insurance market in Montenegro in conditions of financial crisis, *Economic Review: Journal of Economics and Business*, Volume IX, Issue 1. ISSN 1512-8962 (Print) 2303-680X (Online), pp. 31-43.
24. **Cerović, J.**, Lipovina-Božović, M. (2014), Improving the Competitiveness of the Construction Market of Montenegro as a Basis for Attracting Capital Investments, *Serbian Project Management Journal*, Vol.4. Issue.1. ISSN 2217-7256 (Online), pp. 21-30. Serbian Project Management Association-YUPMA.
25. **Cerović, J.**, Lipovina-Božović, M. (2012), Business Competitiveness as a key factor of modern business: Construction market of Montenegro as an example, *Serbian Project Management Journal*, Vol.2. No.2. ISSN 2217-7256 (Online), pp. 3-10. Serbian Project Management Association-YUPMA.

#### **Q6. Radovi objavljeni u časopisima od nacionalnog značaja**

26. **Cerović, J.** (2016), Ekonometrijsko modeliranje rizika na osnovu teorije ekstremnih vrijednosti uz višedimenzionalno uopštenje: primjena na Crnu Goru, *Bankar*, No. 34, ISSN 1800-7465, pp. 68-81.
27. Lipovina-Božović, M., **Cerović, J.** (2013), Prognoziranje do efikasnog donošenja odluka, *Preduzetnik*, No. 9, ISSN 1800-8429, pp. 60-62, Faculty of Economics Podgorica.
28. Lipovina-Božović, M., **Cerović, J.** (2012), Ekonometrija – zašto je važna za ekonomiste?, *Preduzetnik*, No. 8, ISSN 1800-8429, pp. 66-68, Faculty of Economics Podgorica.
29. Lipovina-Božović, M., **Cerović, J.** (2012), Savremeni trendovi u primijenjenim istraživanjima: metodološki osvrt na ekonometriju panela, *Preduzetnik*, No. 7, ISSN 1800-8429, pp. 43-48. Faculty of Economics Podgorica.

30. **Cerović, J.**, (2011), Multivarijaciona analiza: osnovne ideje metoda zavisnosti, *Preduzetnik*, No. 5, ISSN 1800-8429, pp. 72-73, Faculty of Economics Podgorica

## **K. Radovi na naučnim konferencijama, učešća na izložbama i slično**

### **K2. Naučni radovi na međunarodnom naučnom skupu (štampano u cjelini)**

31. Rondović, B., Dragašević, Z., **Cerović Smolović, J.** *Determinants of the social networking use within the technology-organization-environment framework: across industry sector.* Economic and Social Development (Book of Proceedings). 20th International Scientific Conference on Economic and Social Development (2017), Prague, pp. 251-269. ISSN 1849-7535
32. Laković, T., **Cerović, J.**, Stanovčić, T. (2016), *The Internal Audit Function and the Quality of Financial Reporting: Empirical Evidence from Montenegro.* MIC 2016: Managing Global Changes, Abstracts of the Joint International Conference Pula, Croatia. ISSN 1854-4312

### **K4. Saopštenje na međunarodnom naučnom skupu (štampano u cjelini)**

33. Rogić, S., Vukčević, M., Muhadinović, M., **Cerović Smolović, J.** (2021) "Montenegrin sport associations on social media – quality of performance assessment" 18th Annual Scientific Conference of Montenegrin Sports Academy and 16th FIEP European Congress „Sport, Physical Education, Physical Activity and Health: Contemporary perspectives“: Dubrovnik, Croatia. 8-11 April 2021.
34. **Cerović Smolović J.**, Muhadinović, M., Radonjić, M., Đurašković, J. (2020), *How does renewable energy consumption affect economic growth in the traditional and new member states of the European Union?*, Technologies and materials for renewable energy, environment and sustainability (TMREES20), 25-27 June 2020, Athens, Greece (remotely)
35. Đurišić, V., **Cerović Smolović J.**, Mišnić, N., Rogić, S. (2020), *Analysis of public attitudes and perceptions towards renewable energy sources in Montenegro*, Technologies and materials for renewable energy, environment and sustainability (TMREES20), 25-27 June 2020, Athens, Greece (remotely)
36. Đurišić, V., Rogić, S., **Cerović Smolović J.**, Radonjić, M., (2020), *Determinants of household electrical energy consumption: evidences and suggestions with application to Montenegro*, Technologies and materials for renewable energy, environment and sustainability (TMREES19) EURACA (European Academy for Sustainable Development), 04-06 September 2019, Athens, Greece
37. Lipovina-Božović, M., **Cerović, J.** (2016), *Evidence on Economic Growth and Financial Development in Montenegro.* MIC 2016: Managing Global Changes, Abstracts of the Joint International Conference Pula, Croatia. ISSN 1854-4312
38. Cerović, J., Drobnjak, R., Lajović, D. (2012), *Financial Market of Montenegro – Evidence of Crisis and Beyond*, EFSS 2012, Eurasian Forum on Social Sciences «World Economic Development Paradigm: Market and Beyond», Baku, Azerbaijan (October 18-21, 2012)
39. **Cerović, J.** (2012), *Institutional Changes on Financial Market of Montenegro.* The International Science Conference "Economic Institutions as a Condition for Social and Economic Development of Transitional Countries", Book of Abstracts, University of Montenegro, Faculty of Maritime, Kotor, Montenegro

## **R. Uređivačka i recenzentska djelatnost**

### **R11. Recenziranje radova objavljenih u međunarodnim časopisima (Q1, Q2, Q3, Q4)**

40. International Journal of Finance & Economics, 2018, Manuscript number IJFE- 18-0566

#### **R12. Recenziranje radova objavljenih u ostalim časopisima**

41. Business Systems Research, 2015, Manuscript number BSR-D-15-0005

42. Serbian Project Management Journal 2014, Manuscript number SPMJ-P-14-011

43. Serbian Project Management Journal 2014, Manuscript number SPMJ-P-14-013

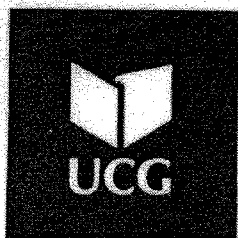
#### **I. Projekti**

##### **I9. Učešće u nacionalnom naučnom projektu**

44. Projekat Ministarstva nauke 2012. "Konkurentnost građevinskog sektora u Crnoj Gori - uslovi, mogućnosti i pravci poboljšanja" Projekat: Ekonomski fakultet Podgorica Nosilac projekta: prof. dr Jasmina Četković

45. Studija o opravdanosti teritorijalne promjene izdvajanjem Opštine u okviru Glavnog grada Golubovci u novu opštinu





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**University of Montenegro**

Broj / Ref: 03-4516

Datum / Date: 22. 10. 2020



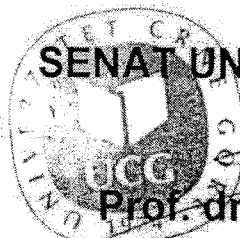
Crna Gora  
UNIVERZITET CRNE GORE  
EKONOMSKI FAKULTET

Broj: 2528  
27/10/20  
Podgorica, 20. 10. 2020.

Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju („Službeni list Crne Gore“ br 44/14, 47/15, 40/16, 42/17, 71/17, 55/18, 3/19, 17/19, 47/19, 72/19 i 74/20) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore na sjednici održanoj 22.10.2020. godine, donio je

**ODLUKU  
O IZBORU U ZVANJE**

**Dr Julija Cerović Smolović** bira se u akademsko zvanje docent Univerziteta Crne Gore za **oblast Kvantitativna ekonomija**, na Ekonomskom fakultetu Univerziteta Crne Gore, na period od pet godina.



**SENAT UNIVERZITETA CRNE GORE  
PREDSJEDNIK**

**Prof. dr Danilo Nikolić, rektor**

Na osnovu člana 33 Zakona o upravnom postupku ("Službeni list CG", br. 56/14, 20/15, 40/16 i 37/17) i službene evidencije, a po zahtjevu Petrović Dragan Filip, izdaje se

## POTVRDA O STUDIRANJU

Student **Petrović Dragan Filip**, rođen **13-10-1989** godine u mjestu **Podgorica**, opština **Podgorica**, Republika **Crna Gora**, upisan je studijske **2016/17** godine, u **I** godinu studija, kao student koji se **samofinansira** na **akademske doktorske studije**, studijski program **EKONOMIJA**, koji realizuje **EKONOMSKI FAKULTET** - Podgorica Univerziteta Crne Gore u trajanju od **3 (tri)** godine sa obimom **180** ECTS kredita.

Studijske **2016/17** godine prijavio je *da sluša* **5** predmeta sa **60.00** (šezdeset) ECTS kredita.

Po prvi put iz **I (prve)** godine, prijavio je *da sluša* **5** predmeta sa **60.00** (šezdeset) ECTS kredita, što iznosi 100.00% od ukupnog broja ECTS kredita u **I** godinu.

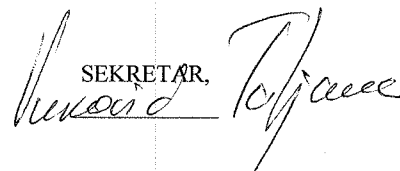
Saglasno Statutu Univerziteta Crne Gore, **Petrović Dragan Filip** je po prvi put prijavio *da sluša* **više od 2/3**, odnosno **66,67% (šezdesetšest 67/100 %)**, od ukupnog broja ECTS kredita sa **I** godine i studijske **2016/17** ima **status redovnog studenta** koji se **samofinansira**.

*Uvjerenje se izdaje na osnovu službene evidencije, a u svrhu ostvarivanja prava na: (dječji dodatak, porodičnu penziju, invalidski dodatak, zdravstvenu legitimaciju, povlašćenu vožnju za gradski saobraćaj, studentski dom, studentski kredit, stipendiju, regulisanje vojne obaveze i slično).*

Broj: 22 / 06 -  
Podgorica, 10.06.2022 godine



SEKRETAR,



Na osnovu člana 33 Zakona o upravnom postupku ("Službeni list CG", br. 56/14, 20/15, 40/16 i 37/17), člana 115 Zakona o visokom obrazovanju ("Službeni list CG", br. 44/14, 52/14, 47/15, 40/16, 42/17, 71/17, 55/18, 3/19, 17/19, 47/19, 72/19, 74/20 104/21) i službene evidencije, a po zahtjevu studenta Petrović Dragan Filip, izdaje se

## UVJERENJE O POLOŽENIM ISPITIMA

Student **Petrović Dragan Filip**, rođen **13-10-1989** godine u mjestu **Podgorica**, opština **Podgorica**, Republika **Crna Gora**, upisan je studijske **2016/2017** godine, u **I** godinu studija, kao student koji se **samofinansira na doktorske akademske studije**, studijski program **EKONOMIJA**, koji realizuje **EKONOMSKI FAKULTET - Podgorica** Univerziteta Crne Gore u trajanju od **3 (tri)** godine sa obimom **180** ECTS kredita.

Student je položio ispite iz sljedećih predmeta:

Redni broj	Semestar	Naziv predmeta	Ocjena	Uspjeh	Broj ECTS kredita
1.	1	MAKROEKONOMIJA	"A"	(odličan)	15.00
2.	1	MIKROEKONOMSKA ANALIZA	"A"	(odličan)	15.00
3.	2	EKONOMETRIJA	"C"	(dobar)	10.00
4.	2	SAVREMENE EKONOMSKE TEORIJE	"A"	(odličan)	10.00
5.	2	UPRAVLJANJE PROMJENAMA	"B"	(vrlodobar)	10.00

Zaključno sa rednim brojem **5**.

Ostvareni uspjeh u toku dosadašnjih studija je:

- srednja ocjena položenih ispita **"A" (9.50)**
- ukupan broj osvojenih ECTS kredita **60.00** ili **100.00%**
- indeks uspjeha **9.50**.

*Uvjerenje se izdaje na osnovu službene evidencije, a u svrhu ostvarivanja prava na: (dječji dodatak, porodičnu penziju, invalidski dodatak, zdravstvenu legitimaciju, povlašćenu vožnju za gradski saobraćaj, studentski dom, studentski kredit, stipendiju, regulisanje vojne obaveze i slično).*

Broj: 22 / 06 -  
Podgorica, 10.06.2022 godine



SEKRETAR,  
*Milovan Soljavec*