

Izbirne predmete študent izbere iz skupnega nabora predmetov študijskih programov prve stopnje, pri čemer izbere tiste izbirne predmete, ki niso hkrati tudi obvezni predmeti njegovega programa. Število izbirnih predmetov je določeno s predmetnikom posameznega študijskega programa.

| UČNI NAČRT PREDMETA / COURSE SYLLABUS |                                   |
|---------------------------------------|-----------------------------------|
| <b>Predmet:</b>                       | Digitalizacija in posameznik      |
| <b>Course title:</b>                  | Digitalisation and the Individual |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                           | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje:<br>Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                    | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

DGP

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Tine Nagy

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

/

**Prerequisites:**

/

**Vsebina:**

- Vpliv digitalizacije na posameznike v vsakdanjem življenju in na delovnem mestu;
- Znanja, veščine in kompetence v digitalni dobi;
- Osnovne digitalne kompetence in veščine;
- Strokovne digitalne kompetence in veščine za različne sektorje;
- Napredne digitalne kompetence in veščine;
- Komunikacija v digitalni dobi;
- Vodenje (ljudi, organizacij, projektov) v digitalni dobi;
- Vpliv digitalizacije na vseživljenjsko učenje;
- Vpliv digitalizacije na družbo.

**Content (Syllabus outline):**

- The impact of digitalisation on individuals in everyday life and in the workplace;
- Knowledge, skills and competences in the digital age;
- Basic digital competences and skills;
- Professional digital competences and skills for different sectors;
- Advanced digital competences and skills;
- Communication in the digital age;
- Leadership (people, organizations, projects) in the digital age;
- The impact of digitization on lifelong learning;
- The impact of digitalisation on society.

## Temeljni literatura in viri / Readings:

- Nagy, T. (2024). Prosojnice predmeta@Blackboard. DOBA Fakulteta
- Carretero s., Vuorikari R. in Punie Y. : Okvir digitalnih kompetenc za državljane. Osem ravni doseganja kompetenc in primeri rabe. Prvič izdano kot DigComp 2.1: The Digital Competence Framework for Citizens with Eight Proficiency levels and examples of use (<http://europa.eu/IYg77Dh>), Joint Research Centre, European Commission (2017).
- Arruda W. Digital You: Real personal branding in the virtual age. Association for talent development (2019), str. 1-17.
- Zaščita zasebnosti in podatkov (v ang: Protecting privacy and data): <https://abcnews.go.com/GMA/video/harvard-withdraws-acceptances-social-media-messages-47859006>
- Zasebnost, sledenje, analiziranje in piškotki (v ang: media literacy – privacy and tracking): <https://www.youtube.com/watch?v=XgljYmdGz0&t=48s>
- Spletni test za samooceno digitalnih kompetenc: <https://digcomp.digital-competence.eu/digcomp/>

### Cilji in kompetence:

Študenti bodo:

- spoznali in razumeli vpliv digitalizacije na posameznike v njihovem vsakdanjem življenju in še posebej na delovnem mestu;
- usvojili bodo osnovne digitalne veščine in kompetence, ki jih mora imeti vsak posameznik za osnovno digitalno pismenost;
- razumeli, kakšne digitalne kompetence potrebujejo zaposleni v različnih sektorjih;
- analizirali orodja, ki se lahko uporabljajo za vodenje ljudi, organizacije in projektov v digitalni dobi;
- kritično vrednotili digitalna orodja in izbrali najbolj učinkovita;
- razumeli vpliv digitalizacije na celotno družbo in njen prispevek k vseživljenjskemu učenju.

### Predvideni študijski rezultati:

Študenti bodo:

- razumeli, kakšna znanja in kompetence potrebujejo zase za vsakdanje življenje in za izbrano delovno mesto.
- znali bodo predlagati katalog znanja in kompetenc, ki jih potrebuje zaposleni v izbranem sektorju.
- usposobljeni bodo za uporabo digitalnih orodij za vodenje ljudi, organizacije in projektov.
- poznali bodo orodja in platforme za vseživljenjsko učenje.

### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo

študentov (razlaga, razgovor, diskusija, panel diskusija, opazovanje, reševanje primerov in nalog ... )

**Delo v manjših skupinah ali dvojicah:** projektno delo, timsko delo, študija primerov, problemsko učenje, sodelovalno učenje, vrstniška kritika ...

**Individualno delo:** poglobljen kritičen študij literature in virov, reflektivno učenje, predstavitev, samoocenjevanje, priprava pisnih izdelkov, testov, delo v virtualnem učnem okolju ...

Opremljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi

### Objectives and competences:

Students will:

- learn about and understand the impact of digitalisation on individuals in their daily lives and especially in the workplace.
- will gain the basic digital skills and competencies that every individual must have for basic digital literacy.
- will understand what digital competencies employees in different sectors need.
- will analyze tools that can be used to guide people, organizations and projects in the digital age.
- will critically evaluate digital tools and choose the most effective ones.
- will understand the impact digitalisation has on society as a whole and how it can contribute to lifelong learning.

### Intended learning outcomes:

Students will:

- understand what kind of knowledge and competencies they need for themselves in their daily lives and in their chosen workplace.
- be able to propose a catalog of knowledge and competencies needed by employees in their chosen sector.
- be familiar with and trained in the use of digital tools to lead people, organizations and projects.
- be familiar with the tools and platforms for lifelong learning.

### Learning and teaching methods:

**Frontal work:** lectures with active student involvement (explanation, conversation, discussion, panel discussion, observation, problem and task solving ...)

**Pair or group work:** project work, team work, case studies, problem learning, collaborative learning, peer reviews ...

**Individual work:** in-depth critical study of literature, reflective learning, presentation, self-assessment, written assignments, tests, tasks in VLE ...

|                                                                                                                             |                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju. | The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within a virtual learning environment. |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Načini ocenjevanja:                              | Delež (v %) /<br>Weight (in %) | Assessment:                                 |
|--------------------------------------------------|--------------------------------|---------------------------------------------|
| <u>Sprotno preverjanje in ocenjevanje znanja</u> |                                | <u>Continuous knowledge assessment</u>      |
| ▪ Krajši pisni izdelki                           | 30 %                           | ▪ Shorter written assignments               |
| ▪ Daljši pisni izdelki                           | 20 %                           | ▪ Longer written assignments                |
| ▪ Online test                                    | 50 %                           | ▪ Online test                               |
| <u>Končno preverjanje in ocenjevanje znanja</u>  |                                | <u>Final knowledge assessment</u>           |
| ▪ Projektna naloga na praktičnem primeru         | 30 %                           | ▪ Project assignment on a practical example |
| ▪ Pisni izpit                                    | 70 %                           | ▪ Written exam                              |

#### Reference nosilca / Lecturer's references:

- NAGY, Tine, RUZZIER, Mitja. Razvoj modela: od uporabnika spodbujeno inoviranje = User driven innovation construct development. *Management*. [Spletna izd.]. zima 2011, leto 6, št. 4, str. 365-379, ilustr., tabele. ISSN 1854-4231. [http://www.fm.upr.si/zalozba/ISSN/1854-4231/6\\_365-379.pdf](http://www.fm.upr.si/zalozba/ISSN/1854-4231/6_365-379.pdf), [Digitalna knjižnica Slovenije - dLib.si](#), [Repozitorij Univerze na Primorskem - RUP](#). [COBISS.SI-ID 4193495]
- RUZZIER, Mitja, NAGY, Tine. Researcher's internal factors - are they really important in the patenting process? : The case of Slovenia. *Zagreb international review of economics & business*. Nov. 2012, vol. 15, no. 2, str. 61-78. ISSN 1331-5609. [COBISS.SI-ID 4611799]
- TACER, Blanka, RUZZIER, Mitja, NAGY, Tine. User-driven innovation: scale development and validation. *Ekonomika istraživanja*. 2018, vol. 31, iss. 1, str. 1472-1487. ISSN 1331-677X. [https://www.researchgate.net/publication/326709509\\_User-driven\\_innovation\\_scale\\_development\\_and\\_validation](https://www.researchgate.net/publication/326709509_User-driven_innovation_scale_development_and_validation), DOI: [10.1080/1331677X.2018.1484784](https://doi.org/10.1080/1331677X.2018.1484784). [COBISS.SI-ID 47781379]
- NAGY, Tine. Ustvarjalni kaos idej. *Podjetnik : prvi medij podjetništva*. [Tiskana izd.]. jan. 2012, letn. 21, št. 1, str. 38-39. ISSN 1318-1025. [COBISS.SI-ID 4215511]
- NAGY, Tine. Dizajnersko razmišljanje - nov pristop k razvoju. *Podjetnik : prvi medij podjetništva*. [Tiskana izd.]. nov. 2011, letn. 20, št. 11, str. 42-43. ISSN 1318-1025. [COBISS.SI-ID 4115415]
- NAGY, Tine, RUZZIER, Mitja. Ustvarjalnost, ljudje, znanje. *Izzivi : tematska priloga Primorskih novic*. 21. jul. 2010, str. 12-13. ISSN 1855-9328. [COBISS.SI-ID 3633111]
- NAGY, Tine, RUZZIER, Mitja, POLAJNAR, Barbara. Types of user involvement in user driven innovation. V: ANTONČIČ, Boštjan (ur.). *Conference proceedings*. Koper: Edukator, 2012. [7] str., ilustr. ISBN 978-961-92917-4-0. [COBISS.SI-ID 4490967]
- RUZZIER, Mitja, KONEČNIK RUZZIER, Maja, KOSI, Tanja, GOMEZELJ OMERZEL, Doris, NASTAV, Bojan, BILOSLAVO, Roberto, BRATKOVIČ KREGAR, Tina, NAGY, Tine. Technology transfer and main barriers : an analysis of selected Central EU countries. V: FÜREDER, Robert (ur.). *Proceedings*. Cross-cultural conference 2012, Steyr, 9th May 2012. Aachen: Shaker, 2012. Str. 89-95. ISBN 978-3-8440-0988-0. [COBISS.SI-ID 20820966]
- NAGY, Tine, RUZZIER, Mitja, POLAJNAR, Barbara. Types of user involvement in user driven innovation. V: ANTONČIČ, Boštjan (ur.). *Conference proceedings*. Koper: Edukator, 2012. Str. 7. ISBN 978-961-92917-4-0. [COBISS.SI-ID 4491735]
- NAGY, Tine, RUZZIER, Mitja. Vpliv uporabnikov na proces inoviranja : upravljanje uporabniškega potenciala s strani podjetij. Ljubljana: Meritum, 2013. X, 178 str., ilustr., tabele. ISBN 978-961-92961-2-7. [Digitalna knjižnica Slovenije - dLib.si](#). [COBISS.SI-ID 268155904]
- RUZZIER, Mitja, ANTONČIČ, Boštjan, ZIRNSTEIN, Elizabeta, FATUR, Peter, NAGY, Tine, SEŠEL, Luka, ZELIČ, Urška, SLOVŠA, Peter, STRES, Špela. *Slovenski raziskovalci na razpotju : analiza in predlog ukrepov za spodbujanje in večjo učinkovitost znanstveno-raziskovalne dejavnosti*. Koper: Založba Univerze na Primorskem, 2011. 125 str., graf. prikazi, tabele. ISBN 978-961-6832-06-9. [Repozitorij Univerze na Primorskem - RUP](#). [COBISS.SI-ID 257573376]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 11. 1. 2026

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

|                      |                           |
|----------------------|---------------------------|
| <b>Predmet:</b>      | Družba, država in etika   |
| <b>Course title:</b> | Society, State and Ethics |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Applied Psychology                                    | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

DDE

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Karolina Babič

**Jeziki / Predavanja / Lectures:** Slovenski, angleški, hrvaški /Slovene, English, Croatian

**Languages: Vaje / Tutorial:** Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**
**Prerequisites:**

Splošno srednješolsko znanje.

General secondary-school knowledge.

**Vsebina:**
**Content (Syllabus outline):**

- Skupnost in družba
- izvorni elementi skupnosti (Toennies)
  - menjava, blago in vrednost
  - naravno pravo in družbena pogodba
  - družbena razslojenost
  - družbena ureditev
- Država in pravo
- običaji in tradicije
  - država in zakon
  - ustavnost
  - pravna država
  - socialna država
- Etika
- red, pravo, morala
  - osnove in zgodovina etike
  - družbenomoralne norme
  - morala in pravo
  - poklicna etika (kodeksi)
  - etika informacijske družbe

- Community and society
- The original elements of community (Toennies)
  - Exchange, commodities and value
  - Natural law and the social contract
  - Social stratification
  - Social order
- State and law
- Customs and traditions
  - State and legislation
  - Constitutionality
  - Rule of law
  - Welfare state
- Ethics
- Order, law, morality
  - The foundations and history of ethics
  - Social and moral norms
  - Morality and law
  - Professional ethics (codes)
  - Ethics of the information society

### Temeljni literatura in viri / Readings:

- 1.) Almossawi, A. (2019) *Ilustrirana knjiga slabih argumentov*. Društvo za razvoj humanistike, Maribor. Izbrana poglavja: izberite 5 izmed 19 slabih argumentov. In poglavje *Definicije*. In poglavje *Spremna beseda – Boris Vezjak*.
- 2.) Grušovnik, T. (2023). Osnove etike in moralne refleksije. V Poštuvan, V. in Čerče, M. (ur.), *Psiholog v dilemi: etične vsebine in etična zavest v praksi* (str. 23–45). Založba Univerze na Primorskem.
- 3.) Teršek, A. (2010). Morala kot temelj in kriterij (vladavine) prava. *Revus Revija za ustavno teorijo in filozofijo prava*, 13/2010. Str. 89-110.
- 4.) *The Social Contract. Hobbes, Locke, Rousseau*. (video) Theory and Philosophy Podcast by David Guignon. (13 minut)
- 5.) Schmid, T. (2008). Enakost in pravičnost. Med seboj povezana pojma? *Revija Socialno delo*. Let. 47, št. 1-2, str. 65-85.
- 6.) Barle Lakota, A. in Sardoč, M. (2015). *Enake možnosti in družbena (ne)enakost v družbi znanja*. Šola za ravnatelje. Poglavje: Družbena neenakost v izobraževanju. Str. 43-58.
- 7.) Babič, K. (2009). Mobilizacija delavcev: zgodovina ponotranjanja prisile. *Časopis za kritiko znanosti*, letnik 37, številka 237, str. 179-198.
- 8.) Grušovnik, T. (2017). »Moralna vzgoja, hipokrizija in samoprevara.« Šolsko polje: revija za teorijo in raziskave vzgoje in izobraževanja 28(1/2) str. 59–71.
- 9.) Kodelja, Z. (2012). Etika v šolstvu. *Javna etika in integriteta: Odgovornost za skupne vrednote*. Komisija za preprečevanje korupcije Republike Slovenije. Str. 235-249.
- 10.) Filipovič, M., Rakar, T. (2008). Nestrpnost in sistemi blaginje. *Družboslovne razprave*, XXIV (2008), 57: 21–43.
- 11.) Leskošek, V. (2016). Stephan Lessenich: Ponovno izumljanje socialnega: Socialna država v prožnem kapitalizmu. *Ars & Humanitas* 10(2):181
- 12.) Kosovel, B. (2021). Nastajanje nacionalnih držav v Evropi in drugačna smer ZDA. *Razpotja*, št. 44, poletje 2021.
- 13.) Politična in upravna ureditev slovenske države. Uradna spletna stran. (b.d.)
- 14.) Politična in upravna ureditev Evropske unije. Uradna spletna stran. (b.d.)
- 15.) Evropska komisija. (b.d.). *Kaj je načelo pravne države?* (6 animiranih filmčkov)

### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- obvladali osnovni družboslovni aparat,
- razumeli razmerja med skupnostjo, družbo in državo,
- dojemali zgodovinsko družbo,
- razumeli družbene razlikosti v svetu,
- spoznali perspektive informacijske družbe in globalizacije,
- razumeli družbene korenine etike,
- razlikovali med moralo in pravom,
- prisvojili poklicno etiko (kodeks),
- si razvili interes in pozitiven odnos do delovnih obveznosti in odgovornosti do dela.

### Objectives and competences:

During the course, students develop the following general and subject-specific competencies:

- master the basic apparatus of social sciences,
- understand the relationship between community, society and the state,
- understand the historic aspects of society,
- understand social diversity in the world,
- understand the perspectives of the information society and globalisation,
- understand the social roots of ethics,
- distinguish between morality and law,
- acquire professional ethics (code),
- develop an interest in and a positive attitude towards work obligations and a responsibility towards work.

### Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka bo:

- razumel zgodovino družbenega razvoja
- spoznal naravno pravo, blago in vrednost, družbeno razslojenost in ureditev
- spoznal in razumel načela družbene odgovornosti
- razumel smisel in sodobno vlogo države
- poznal upravo ter državno ureditev Slovenije
- razumel načela socialne države
- imel vpogled v zgodovino in sodobno vlogo etike, s posebnim ozirom na odnos do prava
- v praksi deloval po načelih poklicne etike in vrednot

### Intended learning outcomes:

Knowledge and understanding:

The students will:

- understand the history of social development
- understand natural law, commodities and value, social stratification and organisation
- know and understand the principles of social responsibility
- understand the purpose and contemporary role of the state
- have an understanding of the administration and state organisation of Slovenia
- understand the principles of the welfare state

- spoznal načela aktivnega državljanstva in bo sposoben delovati kot aktiven državljan

#### Metode poučevanja in učenja:

- have an insight into the history and contemporary role of ethics, with particular reference to its relationship to law
- act in practice according to the principles of professional ethics and values
- understand the principles of active citizenship and be able to act as an active citizen

#### Learning and teaching methods:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)  
**Sodelovalno skupinsko delo:** seminarske vaje (projektno delo, timsko delo)  
**Individualno delo:** individualne aktivnosti (naloge, študij literature in virov, refleksija, pisni izdelki)  
**Študij v virtualnem okolju:** sodelovalne in individualne aktivnosti (naloge, forum, klepetalnica, študij gradiva)

Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

**Frontal instruction:** lectures with active participation of students (explanation, discussion, problem-solving)  
**Collaborative teamwork:** tutorial (project work, teamwork)  
**Individual work:** individual activities (assignments, study of literature and resources, reflection, papers)  
**Studying in the virtual environment:** collaborative and individual activities (assignments, forum, chat room, studying the material)

The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within the virtual learning environment.

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

#### Assessment:

| Način (pisni izpit, ustno izpraševanje, naloge, projekt): |    | Type (examination, oral, coursework, project): |
|-----------------------------------------------------------|----|------------------------------------------------|
| <u>Sprotno preverjanje in ocenjevanje znanja</u>          |    | <u>Continuous knowledge assessment</u>         |
| ▪ Krajši pisni izdelki                                    | 40 | ▪ Short written assignments                    |
| ▪ Daljši pisni izdelki                                    | 30 | ▪ Long written assignments                     |
| ▪ Drugo: Online test                                      | 30 | ▪ Other: Online test                           |
| <u>Končno preverjanje in ocenjevanje znanja</u>           |    | <u>Final knowledge assessment</u>              |
| ▪ Pisni izpit                                             | 75 | ▪ Written exam                                 |
| ▪ Seminarska naloga                                       | 25 | ▪ Seminar paper                                |

#### Reference nosilca / Lecturer's references:

- AŠANIN GOLE, Pedja, BABIČ, Karolina, SRUK, Vida. The social construction of environmental reality : an analysis of life cycle assessment in the food industry. *Kairos*. October 2025, vol. 4, no. 1, str. 5-24. ISSN 2955-1927. <https://respublica.edu.mk/zurnal/vol-4-no-1-october-2025/?lang=en>, [Repozitorij Univerze na Primorskem - RUP](#), DOI: [10.64370/YDVU1057](https://doi.org/10.64370/YDVU1057). [COBISS.SI-ID [256523523](#)]
- BABIČ, Karolina. Zadrugištvo kot model in vzor sodelovalnega gospodarstva. *Dialogi*. 2022, letn. 58, št. 11/12, str. 25-45. ISSN 0012-2068. [COBISS.SI-ID [196792067](#)]
- BABIČ, Karolina. "Nerazdeljivo premoženje" kot element krepitve družbene in medgeneracijske solidarnosti ter ekonomske demokracije. *Ekonomika demokracija : strokovno informativna revija za delavske predstavnike in menedžerje v sodobnem podjetju*. 2023, letn. 27, št. 3, str. 7-11, ilustr. ISSN 1855-8259. [COBISS.SI-ID [160247811](#)]
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- BABIČ, Karolina. Urbane brazde : pogoji za možnosti družbenih sprememb. *Socialno delo*. mar./jun. 2013, letn. 52, št. 2/3, str. 205-208. ISSN 0352-7956. <https://www.revija-socialnodelo.si/mma/Urbane> URN NBN SI DOC-DODLPF4Q.pdf/2019011715353996/, [Digitalna knjižnica Slovenije - dLib.si](#). [COBISS.SI-ID [4022373](#)]
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- BABIČ, Karolina. Guidelines for designing an MA study program in social economy. V: LETONJA, Marina (ur.). *Sustainable Entrepreneurship - Driver for Growth : reviewed extended abstracts of the 11th International Scientific Conference of the DOBA Business School*. Free electronic ed. Maribor: Doba Business School: = Doba

- Fakulteta za uporabne poslovne in družbene študije, 2022. Str. 43-46. Book collection Lessons from economic and applied business and social studies. ISBN 978-961-7061-12-3. [https://www.fakulteta.doba.si/upload/sustainable\\_entrepreneurship.pdf](https://www.fakulteta.doba.si/upload/sustainable_entrepreneurship.pdf). [COBISS.SI-ID [130148355](#)]
- BABIČ, Karolina. Presence of courses on social economy in accredited business study programs in Slovenia. V: AŠANIN GOLE, Pedja (ur.), VUKASOVIČ, Tina (ur.). *The future of global business and marketing: how will smart companies deal with challenges and opportunities? : reviewed extended abstracts of the 10th International Scientific Conference of the Doba Business School*. Free electronic ed. Maribor: Doba Business School: = Doba Fakulteta za uporabne poslovne in družbene študije, 2020. Str. 126-129. Book collection Lessons from economic and applied business and social studies. ISBN 978-961-7061-08-6. <https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije>. [COBISS.SI-ID [35839235](#)]
  - AŠANIN GOLE, Pedja, TRAJKOSKA, Žaneta, BABIČ, Karolina. Strategic communication of coexistence of social and entrepreneurial purposes in social economy organizations. V: AŠANIN GOLE, Pedja (ur.). *Entrepreneurial and communicative mind in action*. Harlow: Pearson, cop. 2021. Str. 27-39. ISBN 978-1-800-06427-0. [COBISS.SI-ID [85665027](#)]
  - BABIČ, Karolina, LUŽAR ŠAJT, Dušanka, PRIMC, Matic, PETERNEL, Petra, ŽUNKO, Natalija, DABIČ PERICA, Staša, ROŠKAR, Simona, ATKINS, Tadeja B., ATKINS, Tom, ANTONIJEVIČ, Sanja, PUŠNJAK, Anka, SAKOVIČ, Gregor, KARNIČNIK, Mateja, KORES, Dolores, STOJMENOVA DUH, Emilija. *Veter v jadra socialne ekonomije : priročnik za krepitev kompetenc deležnikov in strokovnega kadra v podpornem okolju za razvoj socialne ekonomije*. Maribor: Fundacija za izboljšanje zaposlitevnih možnosti Prizma, 2020. 1 spletni vir (1 datoteka PDF (90 str.)), ilustr. ISBN 978-961-94670-1-5, ISBN 978-961-94670-2-2. <https://ucilnice.sociolab.si/>, [Digitalna knjižnica Slovenije - dLib.si](#). [COBISS.SI-ID [16333059](#)]
  - TOPLAK, Kristina (diskutant), MURŠIČ, Rajko (diskutant), POLAJŽAR, Aljoša (diskutant), BABIČ, Karolina (diskutant), MOLEK, Nadia (diskutant). *Etične razsežnosti prihodnosti dela : transdisciplinarna panelna razprava v organizaciji Fakultete za organizacijske študije*, Knjižnica Mirana Jarca, Novo mesto, 15. okt. 2025. <https://www.kmj.si/dogodki/eticne-razseznosti-prihodnosti-dela/>. [COBISS.SI-ID [255465475](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 12. 1. 2026

# UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                         |
|----------------------|-------------------------|
| <b>Predmet:</b>      | Družinsko podjetništvo  |
| <b>Course title:</b> | Family Entrepreneurship |

## Študijski program in stopnja Study programme and level

## Študijska smer Study field

## Letnik Academic year

## Semester Semester

|                                                                                                                                                                                                                                                  |   |     |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|---|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | / | 3.  | / |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | / | 3rd | / |

## Vrsta predmeta / Coursetype

Izbirni/Elective

## Univerzitetna koda predmeta / Universitycoursecode:

DPO

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

## Nosilec predmeta / Lecturer:

dr. Marina Letonja

## Jeziki / slovenski

## Predavanja / Lectures:

Slovenski, angleški, hrvaški/Slovene, English, Croatian

## Languages:

## Vaje / Tutorial:

Slovenski, angleški, hrvaški/Slovene, English, Croatian

## Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

/

## Prerequisites:

/

## Vsebina:

- Pomen in posebnosti družinskih podjetij (pomen družinskih podjetij za nacionalna gospodarstva, v Evropi in po svetu, glavne vloge v družinskem podjetju, vloga ustanoviteljev družinskih podjetij, prednosti in slabosti družinskih podjetij)
- Konfliktnost družinskih podjetij – težave vodenja DP (konflikti v isti generaciji, konflikti med starejšo in mlajšo generacijo, načini reševanja konfliktov)
- Družina kot dejavnik pri odločitvi žensk za podjetništvo
- Rast in razvoj družinskega podjetja (zadovoljstvo z ekonomskimi in neekonomskimi parametri poslovanja, dolgoročno usmeritev družinskega podjetja, inovacije, digitalne inovacije, strateške in razvojne usmeritve ter vizija družinskega podjetja, dolgoročno načrtovanje)
- Pravni vidiki družinskih podjetij (nasledstvo, prenos premoženja in deležev v podjetju, optimalna pravna

## Content (Syllabusoutline):

- Importance and special characteristics of family enterprises (the importance of family enterprises for national economies, in Europe and worldwide, the main roles in the family enterprise, the role of founders of family enterprises, the strengths and weaknesses of family enterprises)
- Conflicts in family enterprises – problems of managing family enterprises (conflicts within the same generation, conflicts between the older and younger generations, ways of resolving conflicts)
- Family as a factor in women's decision for entrepreneurship
- Growth and development of family enterprises (satisfaction with the economic and non-economic parameters of the business, long-term direction of the family enterprise, innovation, digital innovation, strategic and development directions and vision of the family enterprise, long-term planning)

|                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>organiziranost družinskega podjetja, prednosti in slabosti posameznih formalno-pravnih oblik, zavarovanje družinskega premoženja, družinska ustava)</p> <ul style="list-style-type: none"> <li>• Podporno okolje za družinska podjetja (svetovanje in usposabljanje za družinska podjetja)</li> <li>• Družbena odgovornost in trajnostni razvoj v družinskih podjetjih</li> </ul> | <ul style="list-style-type: none"> <li>• Legal aspects of family enterprises (succession, transfer of assets and shareholdings, optimal legal organisation of the family enterprise, strengths and weaknesses of specific formal and legal types of businesses, insurance of family assets, family constitution)</li> <li>• Support environment for family enterprises (consultation and training for family enterprises)</li> <li>• Social responsibility and sustainable development in family enterprises</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Temeljni literatura in viri / Readings:

- Vadnjal, Jaka. (2011). Družinsko podjetništvo, študijsko gradivo, FP (54 strani). Obvezna literatura.
- Kociper, Tina s soavtorji. (2018). Nasledstvo: izziv družinskih podjetij. Priročnik za ustanovitelje in naslednike pri prenosu nasledstva in vodenja družinskega podjetja.
- Letonja, M. (2022) Zapiski s predavanj@Blackboard. DOBA Fakulteta

#### Cilji in kompetence:

Študentje bodo:

- Sposobni razlikovati družinska podjetja od ostalih podjetij, jih analizirati, prepoznati prednosti in slabosti družinskih podjetij in predlagati možne izboljšave
- poznali in analizirali ključne dejavnike ženskega podjetništva v svetu in v Sloveniji ter spoznali in ovrednotili pomen družine kot dejavnika pri odločitvi žensk za podjetništvo
- razumeli ključne razloge za nastanek konfliktov v družinskih podjetjih, jih ovrednotili (kritično osvetlili, soočili, presodili ideje za možne rešitve), kreirali predloge izboljšav in spoznali nekatera orodja za preprečevanje oz. reševanje konfliktov
- razumeli pomen načrtovanja prenosa družinskega podjetja iz ene generacije na drugo, analizirali problem nasledstva in s pomočjo sinteze iskali rešitve ter oblikovali predloge izboljšav
- razumeli pomen inovacij in inovativnosti naslednikov za nadaljnji razvoj in rast družinskih podjetij
- poznali ter ovrednotili ključne posebnosti dolgoročnega razvoja družinskega podjetja
- spoznali glavna orodja za načrtovanje v družinskem podjetju ter jih uporabili in ovrednotili njihove prednosti in slabosti
- razumeli najpomembnejše elemente pravnega obravnavanja družinskih podjetij ter pomen in vsebino družinske ustave
- razumeli posebnosti strokovnega dela z družinskimi podjetji
- razumeli in uporabili kritično refleksijo na rezultate sodelovalnega dela

#### Objectives and competences:

The students will:

- Be able to distinguish family enterprises from other types of enterprises, analyse them, identify the strengths and weaknesses of family enterprises, and propose possible improvements
- Be familiar with and able to analyse the key drivers of female entrepreneurship in the world and in Slovenia, and recognise and assess the importance of family as a factor in women's decision for entrepreneurship
- Understand the key causes of conflicts in family enterprises, assess them (critically evaluate them, confront, assess ideas for possible solutions), provide proposals for improvement and learn about certain tools for conflict prevention/resolution
- Understand the importance of planning the transfer of a family enterprise from one generation to another, analyse the problem of succession, and seek solutions through synthesis and make suggestions for improvement
- Understand the importance of innovation and the innovations of successors for the further development and growth of family enterprises
- Be familiar with and assess the key features of the long-term development of the family enterprise
- Learn about the main planning tools in the family enterprises and use them and assess their strengths and weaknesses
- Understand the most important elements of the legal treatment of family enterprises and the meaning and content of the family constitution
- Understand the specifics of professional work with family enterprises
- Understand and use critical reflection for the results of collaborative work

#### Predvideni študijski rezultati:

Po zaključku tega predmeta bo študent sposoben:

- Usvojil bo temeljna znanja s predmetnega področja, in jih znal uporabiti v sprotnem praktičnem delu pri predmetu

#### Intended learning outcomes:

After the completion of the course, the student will be able to:

- Acquire basic knowledge in the subject area and be able to use it in real time practical work in the course

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>definirati probleme, razumeti različne vidike družinskega (znotraj tega tudi ženskega) podjetništva v manjših družinskih podjetjih, jih analizirati, oblikovati, načrtovati in predlagati predloge možnih izboljšav z izvedbo raziskave na konkretnih primerih manjših družinskih podjetij</li> <li>razviti, utrditi komunikacijske, socialne in osebne kompetence skozi javne predstavitve seminarskih nalog ob uporabi sodobnih AV pripomočkov, jih zagovarjati;</li> <li>analizirati delo sošolcev, ga kritično ovrednotiti ter oblikovati pisne utemeljitve in predloge možnih izboljšav, da bi s tem razvili sposobnost opazovanja, presoje, odgovornost, samostojnost, kritičen in etičen odnos do dela</li> <li>prepoznati in razumeti primere iz prakse, ki bodo zaokrožili razumevanje družinskega (znotraj tega ženskega) podjetništva in njegovih značilnosti, prednosti, slabosti ipd. skozi neposredno komunikacijo z gosti podjetniki / podjetnicami</li> <li>uporabili celovito pridobljeno znanje s predmetnega področja pri kreiranju izhodišč za oblikovanje družinske ustave.</li> </ul> | <ul style="list-style-type: none"> <li>Define problems, understand the various aspects of family (including female) entrepreneurship in smaller family enterprises<br/>Analyse, design, plan and propose possible improvements by carrying out a survey including concrete examples of small family enterprises</li> <li>Develop and consolidate communication, social and personal skills through public presentations of seminar papers using modern audiovisual aids and to defend these seminar papers</li> <li>Analyse and critically assess the work of peers and formulate written justifications and suggestions for possible improvements in order to develop observation, assessment, accountability, autonomy, and a critical and ethical attitude towards work</li> <li>Identify and understand practical examples that will round-off the understanding of family (within this also female) entrepreneurship and its characteristics, strengths, weaknesses, etc. through direct communication with visiting entrepreneurs</li> <li>Apply the comprehensive knowledge acquired in the field to preparing starting points for the establishment of a family constitution.</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje študij primerov) v virtualnem okolju  
**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju;  
**Individualno delo:** domače naloge, študij literature in virov, raziskovalno delo, refleksija, samoocenjevanje, pisni izdelki, delo v virtualnem učnem okolju  
 Sodelovanje gostujočega predavatelja iz prakse

#### Learning and teaching methods:

**Frontal instruction:** lectures with active participation of students (explanation, discussion, case studies) in the virtual environment  
**Teamwork:** project work, teamwork, work in the virtual learning environment  
**Individual work:** homework, study of literature and resources, research work, reflection, self-assessment, papers, work in the virtual learning environment  
 Visiting lecturer with practical experience

| Načini ocenjevanja:                        | Delež (v %) /<br>Weight (in %) | Assessment:                      |
|--------------------------------------------|--------------------------------|----------------------------------|
| Sprotno preverjanje in ocenjevanje znanja: |                                | Continuous knowledge assessment: |
| - Individualne pisne naloge                | 60 %                           | - Individual written assignments |
| - Timske pisne naloge                      | 40 %                           | - Team written assignments       |
| Končno preverjanje in ocenjevanje znanja:  |                                | Final knowledge assessment:      |
| - Pisni izpit                              | 30 %                           | - Written exam                   |
| - Projektna naloga                         | 70 %                           | - Project assignment             |

#### Reference nosilca / Lecturer's references:

- LETONJA, Marina, DUH, Mojca, ŽENKO, Zdenka. Knowledge transfer for innovativeness in family businesses. *Serbian Journal of Management*. 2021, vol. 16, no. 1, str. 181-199. ISSN 2217-7159. <https://aseestant.ceon.rs/index.php/sjm/article/view/31199/17846>, Digitalna knjižnica Univerze v Mariboru – DKUM, DOI: [10.5937/sjm16-31199](https://doi.org/10.5937/sjm16-31199). [COBISS.SI-ID [66861059](https://cobiss.si/66861059)]
- LETONJA, Marina, DUH, Mojca. Family businesses' culture and innovativeness of successors = Organizacijska kultura družinskih podjetij in inovativnost naslednikov. *Mednarodno inovativno poslovanje : strokovno-znanstvena revija za področje poslovanja in poslovnega izobraževanja*. 2020, letn. 12, št. 2, str. 57-69. ISSN 1855-6175. <https://journal.doba.si/OJS/index.php/jimb/article/view/JIBM.2020.12.2.6.57-69/218>, Digitalna knjižnica Slovenije - dLib.si, DOI: [10.32015/JIBM.2020.12.2.6.57-69](https://doi.org/10.32015/JIBM.2020.12.2.6.57-69). [COBISS.SI-ID [37065987](https://cobiss.si/37065987)]
- LETONJA, Marina, MERKAČ SKOK, Marjana, VRDOLJAK, Ivana. Innovativeness of family businesses in Slovenia : do heirs follow the founders?. *Business systems research*. 2021, vol. 12, no. 2, str. 284-304, ilustr. ISSN 1847-9375. DOI: [10.2478/bsrj-2021-0033](https://doi.org/10.2478/bsrj-2021-0033). [COBISS.SI-ID [87058947](https://cobiss.si/87058947)]

- LETONJA, Marina. Potrebna znanja in veščine za prenos družinskih podjetij med generacijami. DOBA. 22. februar 2022. ISSN 2712-4789. <https://www.fakulteta.doba.si/doba-znanja/potrebna-znanja-in-vescine-za-prenos-druzinskih-podjetij-med-generacijami>. [COBISS.SI-ID [136102403](#)]
- LETONJA, Marina, VILMAN, Zineta, PUVAČA, Milan. Skills needed in family businesses – case study Slovenia and Croatia. V: *Business and Management : [peer-reviewed conference proceedings]*. 12th International Scientific Conference „Business and Management 2022“, May 12 - 13, 2022, Vilnius, Litva. Vilna: Vilnius Gediminas Technical University (VILNIUS TECH) Press, 2022. Str. 1-13, ilustr. Business and management. ISBN 978-609-476-288-8, ISBN 978-609-476-289-5. ISSN 2029-4441. <http://bm.vgtu.lt/index.php/verslas/2022/paper/viewFile/760/315>, DOI: [10.3846/bm.2022.760](https://doi.org/10.3846/bm.2022.760). [COBISS.SI-ID [109122563](#)]
- LETONJA, Marina. Socially responsible smaller family firms' business models - the case of Slovenia. V: AŠANIN GOLE, Pedja (ur.), VUKASOVIČ, Tina (ur.). *The future of global business and marketing: how will smart companies deal with challenges and opportunities? : reviewed extended abstracts of the 10th International Scientific Conference of the Doba Business School*. Free electronic ed. Maribor: Doba Business School: = Doba Fakulteta za uporabne poslovne in družbene študije, 2020. Str. 164-166. Book collection Lessons from economic and applied business and social studies. ISBN 978-961-7061-08-6. <https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije>. [COBISS.SI-ID [36241155](#)]
- LETONJA, Marina, KOSEDNAR, Ivan, PEZDIRC, Gregor, MOVRIČ, Blanka, PAVLOVSKI, Nada. Social responsibility - a moral obligation of Slovenian family firms?. V: AŠANIN GOLE, Pedja (ur.), VUKASOVIČ, Tina (ur.). *The future of global business and marketing: how will smart companies deal with challenges and opportunities? : reviewed extended abstracts of the 10th International Scientific Conference of the Doba Business School*. Free electronic ed. Maribor: Doba Business School: = Doba Fakulteta za uporabne poslovne in družbene študije, 2020. Str. 167-169. Book collection Lessons from economic and applied business and social studies. ISBN 978-961-7061-08-6. <https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije>. [COBISS.SI-ID [36246275](#)]
- LETONJA, Marina. Digital innovativeness of successors in smaller family business. V: ECE, Karadoğan Doruk (ur.), MENGÜ, Seda (ur.), ULUSOY, Ebru (ur.). *Digital siege*. online ed. Istanbul - Turkey: Istanbul University Press, 2021. Str. 141-164. ISBN 978-605-07-0764-9. <https://iupress.istanbul.edu.tr/en/book/digital-siege/home>, DOI: [10.26650/B/SS07.2021.002.07](https://doi.org/10.26650/B/SS07.2021.002.07). [COBISS.SI-ID [59312131](#)]
- LETONJA, Marina, VILMAN, Zineta. Potrebna znanja in veščine za prenos družinskih podjetij med generacijami = Knowledge and skills needed for the transfer of family businesses between generations. V: OVIN, Rasto (ur.), LAZAR, Nuša (ur.). *Znanje za prihodnost : monografija Doba Fakultete 2021*. Maribor: DOBA Fakulteta za uporabne poslovne in družbene študije, 2021. Str. 17-42. Zbirka Spoznanja iz ekonomskih ter uporabnih poslovnih in družbenih študij. ISBN 978-961-7061-11-6. <https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije>. [COBISS.SI-ID [97296899](#)]
- LETONJA, Marina, VUKASOVIČ, Tina. Načrtovanje sprememb v družinskem podjetju v obdobju digitalizacije : študija primera. V: OVIN, Rasto (ur.), et al. *Digitalne kompetence ranljivih skupin za povečanje njihove zaposljivosti na trgu dela : znanstvena monografija DOBA fakultete 2021*. Maribor: Doba fakulteta za uporabne poslovne in družbene študije: = Doba Business School, 2021. Str. 181-192. ISBN 978-961-7061-10-9. <https://www.fakulteta.doba.si/upload/Znanstvena%20monografija.pdf>. [COBISS.SI-ID [125608963](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 11. 1. 2026

# **UČNI NAČRT PREDMETA / COURSE SYLLABUS**

**Predmet:** Gerontološka psihologija  
**Course title:** Gerontology psychology

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                        | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

GEP

**Nosilec predmeta / Lecturer:**

dr. Mihaela Kežman

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     |                    | 30               |                       |                         | 90                            | 6    |

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

/

**Prerequisites:**

/

**Vsebina:**

- Predmet in umestitev gerontološke psihologije v sklopu drugih znanstvenih vsebin: primerjanje predmeta gerontološke psihologije z geriatrijo in socialno gerontologijo.
- Bio-psiho-socialni vidiki staranja: biološko spremembe, razvojno psihološke spremembe v starosti in družbeno ekonomske spremembe v starosti.
- Staranje in starost v kontekstu demografskih podatkov staranja populacije: stereotipi o staranju in starostnikih, demografski podatki o staranju v Sloveniji, Evropi in svetu.
- Staranje in zaključevanje kariere: vloga psihologa in organizacije v času zaključevanja kariere, različnost po zaključku redne zaposlitve.
- Vloga vseživljenjskega učenja za aktivno tretje življenjsko obdobje: preventiva v mladosti, preventiva

**Content (Syllabus outline):**

- The subject and placement of gerontological psychology in the context of other scientific topics: comparing the subject of gerontological psychology with geriatrics and social gerontology.
- Bio-psycho-social aspects of aging: biological changes, developmental psychological changes in old age and socio-economic changes in old age.
- Aging and age in the context of demographic data of an aging population: old types of aging and old people, demographic data on aging in Slovenia, Europe and the world.
- Aging and career completion: the role of the psychologist and the organization at the end of the career, diversity after completing a full-time job.
- The role of lifelong learning for the active third age: prevention in youth, prevention in adulthood, interventions to maintain the potentials and vitality in

v odraslosti, intervencije za ohranjanje potencialov in vitalnosti v starosti.

- Psihosocialna skrb za starostnika: psihološko svetovanje v starostniku, psihološko svetovanje družini.

old age.

- Psychosocial care for the elderly: psychological counseling with the elderly, psychological counseling for the family.

### Temeljni literatura in viri / Readings:

#### Aktualna temeljna literatura/Actual Mandatory Readings:

1. KAPUN, M. M. (2011). Starost in staranje. Ljubljana: Ministrstvo za šolstvo in šport, 71-72
2. Mali, J. in Hrovatič, D. (2015). Razvoj gerontološke dejavnosti v Sloveniji nekdaj in danes. Socialno delo, 54 (1), str. 11–20
3. Mali, J. 2022. Socialni vidiki staranja. Zbornik prispevkov z znanstvenega posveta (str. 10-13)
4. Javornik, B. 2022. Zakaj se staramo — biološki vidiki vitalne dolgoživosti. Zbornik prispevkov z znanstvenega posveta (str. 14-17)
5. Rechel, Bernd idr. (2013). Ageing in the European Union. The Lancet, Volume 381, Issue 9874, (str. 1312 – 1322)
6. Elderly population (1 stran)
7. Ageing Europe - statistics on population developments (prb. 7 strani)
8. Demography of Europe – 2023 edition (prb. 11 strani)
9. Ageing Europe - statistics on social life and opinions (prb. 7 strani)
10. Lipar, Tina (2014). Monografija o zaključevanju kariere. Kakovostna starost, letnik 17, številka 2 (str. 31-34).
11. Kourkouta, L., Iliadis, C., & Monios, A. (2015). Psychosocial issues in elderly. Progress in health sciences, 5(1), 232-237
12. Predstavitev na webinarju.

#### Obvezno video gradivo:

1. Ogled video posnetka - Ageing (5 min): <https://www.youtube.com/watch?v=0-Ka1GVa734>
2. Ogled video posnetka - What is ageism & how does it affect older adults' health? (10 min): [https://www.youtube.com/watch?v=Hi07ZLcb\\_lo&t=2s](https://www.youtube.com/watch?v=Hi07ZLcb_lo&t=2s)
3. Ogled filma Pripravniki, v ang. The Intern (2015).

#### Cilji in kompetence:

Študentje bodo pridobili naslednje splošne in predmetno-specifične kompetence:

- razumevanje temeljnih zakonitosti človeškega mišljenja, čustvovanja in vedenja ter sposobnost analize, sinteze in implementacije rešitev za krepitev optimalnega funkcioniranja posameznikov in družine,
- empatičnost in komunikacijska odprtost, občutljivost za socialne situacije ter razumevanje in spoštovanje različnosti,
- pripravljenost na vseživljenjsko izobraževanje in usposabljanje.
- razumevanje umeščenosti in vloge gerontološke psihologije v primerjavi z drugimi znanstvenimi disciplinami in širšem družbenem in poslovnem okolju,
- poznavanje temeljnih tem razvojne psihologije pozne odraslosti,
- razumevanje vplivov staranja na biološke (telesne) spremembe,
- razumevanje vplivov staranja na razvojno psihološke (emocionalno in kognitivne) spremembe,
- razumevanje vplivov staranja na družbeni in ekonomski položaj starejših.
- sposobnost uporabe interdisciplinarnih strokovnih znanj in spretnosti s področja gerontološke psihologije in drugih sorodnih ved v praksi,
- poznavanje različnih preventivnih ukrepov, ki vplivajo na starostne spremembe,
- sposobnost prepoznavanja, analize in sinteze

#### Objectives and competences:

Students will acquire the following general and subject-specific competencies:

- understanding the basic principles of human thinking, emotion and behavior, and the ability to analyze, synthesize and implement solutions to enhance the optimal functioning of individuals and families,
- empathy and communication openness, sensitivity to social situations and understanding and respect for diversity,
- readiness for lifelong education and training.
- understanding of the location and role of gerontological psychology in relation to other scientific disciplines and the wider social and business environment;
- knowledge of the foundations of late adulthood developmental psychology;
- understanding the effects of aging on biological (physical) changes,
- understanding the effects of aging on developmental psychological (emotional and cognitive) changes,
- Understanding the impact of aging on the social and economic status of older people.
- the ability to apply interdisciplinary expertise in gerontology psychology and other related sciences in practice,
- Knowledge of the various preventive measures that affect age-related changes;
- the ability to identify, analyze and synthesize aging characteristics with the effects of aging for career

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| <p>značilnosti staranja z vplivi staranja za zaključevanje kariere in aktivno starost,</p> <ul style="list-style-type: none"> <li>• usposobljenost za preprosto psihološko svetovanje povezano z uspešnim zaključevanjem kariere,</li> <li>• sposobnost načrtovanja in izvedbe ukrepov povezanih s socialno aktivacijo starejših,</li> <li>• sposobnost analize in načrtovanja aktivnosti za ohranjanje vitalnosti v starosti.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>completion and active age,</p> <ul style="list-style-type: none"> <li>• competence in simple psychological counseling related to successful career completion,</li> <li>• the ability to plan and implement measures related to the social activation of older people,</li> <li>• ability to analyze and plan activities to maintain vitality in old age.</li> </ul>                                                                                                                                                                                                                                                                                                                                                |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <p><b>Predvideni študijski rezultati:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Intended learning outcomes:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <p>Študenti bodo:</p> <ul style="list-style-type: none"> <li>- razumeli razvojno-psihološke in socialno-psihološke vidike staranja,</li> <li>- razumeli in znali opredeliti kako spremembe povezane s staranjem na ekonomskem in družbenem področju, kognitivnimi sposobnostmi, psihodinamiki in s telesnimi spremembami vplivajo na vsakdan življenja starostnikov,</li> <li>- razumeli potrebe starajočega zaposlenega v kontekstu dela in bodo znali pripraviti predlog preprostih ukrepov ob prehodu v upokožitev,</li> <li>- znali na podlagi pridobljenega novega znanja in informacij pripraviti predlog ukrepov za preventivo pred negativnimi vplivi staranja.</li> </ul>                                                                                                                                                                   | <p>Students will:</p> <ul style="list-style-type: none"> <li>- understand the developmental-psychological and socio-psychological aspects of aging,</li> <li>- understand and be able to identify how changes related to aging in the economic and social fields, cognitive abilities, psychodynamics and physical changes affect the daily lives of the elderly,</li> <li>- understand the needs of an aging employee in the context of the work and will be able to prepare a proposal of simple measures in the transition to retirement,</li> <li>- be able on the basis of the acquired new knowledge and information to prepare a proposal of measures for prevention from negative effects of aging.</li> </ul> |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <p><b>Metode poučevanja in učenja:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Learning and teaching methods:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <p><b>Frontalno delo:</b> predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)</p> <p><b>Sodelovalno delo:</b> timsko delo, pisni izdelki, delo v virtualnem učnem okolju</p> <p><b>Individualno delo:</b> študij literature in virov, raziskovalno delo, refleksija, pisni izdelki, delo v virtualnem učnem okolju</p> <p>Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.</p>                                                                                                                                                                                                                                                                | <p><b>Frontal teaching:</b> lectures with students' active participation (webinar, explanation, discussion, case studies)</p> <p><b>Team work:</b> work in smaller groups or in pairs (a written casework in the virtual learning environment)</p> <p><b>Individual work:</b> study of literature, research work, reflection, a written casework in the virtual learning environment)</p> <p>The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within a virtual learning environment.</p>                                                                          |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <p><b>Načini ocenjevanja:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Assessment:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <p>Delež (v %) / Weight (in %)</p> <table> <tr> <td>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</td><td></td></tr> <tr> <td><u>Sprotno preverjanje in ocenjevanje znanja</u></td><td></td></tr> <tr> <td>▪ Krajši pisni izdelki</td><td>25 %</td></tr> <tr> <td>▪ Daljši pisni izdelki</td><td>40 %</td></tr> <tr> <td>▪ Online test</td><td>35 %</td></tr> <tr> <td><u>Končno preverjanje in ocenjevanje znanja</u></td><td></td></tr> <tr> <td>▪ Pisni izpit</td><td>60 %</td></tr> <tr> <td>▪ Projektna naloga</td><td>40 %</td></tr> </table>                                                                                                                                                                                                                                                                                       | Način (pisni izpit, ustno izpraševanje, naloge, projekt)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <u>Sprotno preverjanje in ocenjevanje znanja</u> |  | ▪ Krajši pisni izdelki | 25 % | ▪ Daljši pisni izdelki | 40 % | ▪ Online test | 35 % | <u>Končno preverjanje in ocenjevanje znanja</u> |  | ▪ Pisni izpit | 60 % | ▪ Projektna naloga | 40 % | <table> <tr> <td>Type (examination, oral, coursework, project):</td><td></td></tr> <tr> <td><u>Continuous assesment</u></td><td></td></tr> <tr> <td>▪ short written casework</td><td></td></tr> <tr> <td>▪ long written casework</td><td></td></tr> <tr> <td>▪ online exam</td><td></td></tr> <tr> <td><u>Final assesment</u></td><td></td></tr> <tr> <td>▪ written exam</td><td></td></tr> <tr> <td>▪ long written casework</td><td></td></tr> </table> | Type (examination, oral, coursework, project): |  | <u>Continuous assesment</u> |  | ▪ short written casework |  | ▪ long written casework |  | ▪ online exam |  | <u>Final assesment</u> |  | ▪ written exam |  | ▪ long written casework |  |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <u>Sprotno preverjanje in ocenjevanje znanja</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ Krajši pisni izdelki                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 25 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ Daljši pisni izdelki                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 40 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ Online test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 35 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <u>Končno preverjanje in ocenjevanje znanja</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ Pisni izpit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 60 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ Projektna naloga                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 40 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| Type (examination, oral, coursework, project):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <u>Continuous assesment</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ short written casework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ long written casework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ online exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <u>Final assesment</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ written exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| ▪ long written casework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <p><b>Reference nosilca / Lecturer's references:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |
| <ul style="list-style-type: none"> <li>• KEŽMAN, Mihaela. Vključevanje starejših v izobraževanje in usposabljanje v večgeneracijskem centru. <i>Revija za zdravstvene vede</i>. [Tiskana izd.]. 2021, vol. 8, no. 1, str. 22-36, tabele. ISSN 2350-3610. <a href="https://fzv.uni-nm.si/uploads/custom/FZV_pripone/revija/revija_jhs_2021_v8n1_www.pdf">https://fzv.uni-nm.si/uploads/custom/FZV_pripone/revija/revija_jhs_2021_v8n1_www.pdf</a>, <a href="#">Digitalna knjižnica Slovenije - dLib.si</a>. [COBISS.SI-ID 70322179]</li> <li>• KEŽMAN, Mihaela. Učinek kreativne delavnice Risanje mandal za starejše. <i>Kakovostna starost : časopis za socialno gerontologijo in gerontagogiko</i>. 2019, letn. 22, št. 2, str. 50-59. ISSN 1408-869X. <a href="#">Digitalna knjižnica Slovenije - dLib.si</a>. [COBISS.SI-ID 10543013]</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                  |  |                        |      |                        |      |               |      |                                                 |  |               |      |                    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |  |                             |  |                          |  |                         |  |               |  |                        |  |                |  |                         |  |

- KEŽMAN, Mihaela, GORIUP, Jana. Factors affecting tourism activity selection among silver hair tourists. *Academica turistica*. [Tiskana izd.]. 2022, year 15, no. 3, str. 381-395, 399-400, tabele. ISSN 1855-3303. <https://www.hippocampus.si/ISSN/2335-4194/15.381-395.pdf>, [Digitalna knjižnica Slovenije - dLib.si](#), [Digitalna knjižnica Univerze v Mariboru – DKUM](#), DOI: [10.26493/2335-4194.15.381-395](https://doi.org/10.26493/2335-4194.15.381-395). [COBISS.SI-ID [138159875](#)]
- KEŽMAN, Mihaela, GORIUP, Jana, GORENAK, Mitja. Pomen prenosa vrednot med generacijami = The importance of passing on values between generations. *Bogoslovni vestnik : glasilo Teološke fakultete v Ljubljani*. [Tiskana izd.]. 2022, letn. 82, [št.] 2, str. 485-499, tabele. ISSN 0006-5722. <https://www.teof.uni-lj.si/uploads/File/BV/BV2022/02/Kezman.pdf>, [Digitalna knjižnica Slovenije - dLib.si](#), [Digitalna knjižnica Univerze v Mariboru – DKUM](#), [Repozitorij Univerze v Ljubljani – RUL](#), DOI: [10.34291/BV2022/02/Kezman](https://doi.org/10.34291/BV2022/02/Kezman). [COBISS.SI-ID [125041155](#)]
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- KEŽMAN, Mihaela. Long-term vitality of the older adults through the development of cognitive abilities via visual arts. V: SITER, Daniel (ur.), TOPLAK, Jurij (ur.), HELLMUTH KRAMBERGER, Anja (ur.). *It's about people 2025: social and technological resilience for health and sustainable development : the 13th Annual Conference of Europe's Sciences and Arts Leaders and Scholars : book of abstracts : Maribor, 14-19 March 2025*. 1st ed. Maribor: Alma Mater Europaea University, Alma Mater Press, 2025. Str. 102. ISBN 978-961-7183-72-6. <https://press.almamater.si/index.php/amp/catalog/view/100/125/272>. [COBISS.SI-ID [239065347](#)]
- KEŽMAN, Mihaela. The role of grandparents in spending a joint holiday with their grandchildren. V: TOPLAK, Jurij (ur.), et al. *The 10th Annual Conference of Europe's Sciences and Arts Leaders and Scholars, Alma Mater Europaea Annual Conference : It's about people 2022: embracing digital transformation for a sustainable and ethical future : book of abstracts : Maribor, 11-18 March 2022*. 2nd revised ed. Maribor: AMEU - ECM, Alma Mater Press, 2022. Str. 74. ISBN 978-961-6966-97-9. <https://press.almamater.si/index.php/amp/catalog/view/47/52/127-2>. [COBISS.SI-ID [139332099](#)]
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Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 11. 1. 2026

# UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                         |
|----------------------|-------------------------|
| <b>Predmet:</b>      | Interno komuniciranje   |
| <b>Course title:</b> | Internal Communications |

## Študijski program in stopnja Study programme and level

## Študijska smer Study field

## Letnik Academic year

## Semester Semester

|                                                                                                                                                                                                                                                  |   |     |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|---|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | / | 3.  | / |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | / | 3rd | / |

## Vrsta predmeta / Course type

izbirni/elective

## Univerzitetna koda predmeta / University course code:

IKO

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

## Nosilec predmeta / Lecturer:

Mirjana Mladič

## Jeziki /

## Predavanja / Lectures:

Slovenski, angleški, hrvaški/Slovene, English, Croatian

## Languages:

## Vaje / Tutorial:

Slovenski, angleški, hrvaški/Slovene, English, Croatian

## Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Poznavanje temeljev organizacijskega in medosebnega komuniciranja

## Prerequisites:

Knowledge of the basics of organizational and interpersonal communication

## Vsebina:

- Okolje organizacije in vpliv na interno organizacijsko komuniciranje
  - vpliv zunanjega okolja na interno organizacijsko komuniciranje
  - organizacijska kultura, organizacijska klima in interno komuniciranje (IKO)
- Vloga, namen in cilji internega komuniciranja v organizaciji
  - opredelitev internega komuniciranja in njegovega poslanstva
  - funkcije in namen IKO
  - ovire in pasti pri IKO
  - povezava med IKO in zavzetostjo zaposlenih
  - umestitev funkcije IKO v sodobni organizaciji
- Upravljanje organizacijskega internega komuniciranja
  - modeli IKO

## Content (Syllabus outline):

- Organizational environment and impact on internal organizational communication
  - the impact of the external environment on the internal organizational communication
  - organizational culture, organizational climate and internal communication (IC)
- Role, purpose and aim of internal organizational communication
  - definition of internal communication and its mission
  - functions and purpose of IC
  - obstacles and traps in IC
  - the link between IC and engagement of employees
  - placement of the IC function in modern organization

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>b. standardi IKO</li> <li>c. segmentiranje interne javnosti</li> <li>d. strateško načrtovanje IKO</li> <li>e. komunikacijske poti, orodja in tehnike</li> <li>f. teme internega komuniciranja</li> <li>g. načini internega komuniciranja</li> <li>h. etika internega komuniciranja</li> </ul> <p>4. Interno komuniciranje v posebnih okoliščinah</p> <ul style="list-style-type: none"> <li>a. komuniciranje in upravljanje sprememb</li> <li>b. upravljanje konfliktov in komuniciranje slabih novic</li> <li>c. krizno komuniciranje</li> <li>d. vloga vodij pri internem komuniciranju</li> </ul> <p>5. Vpliv informacijskih tehnologij na razvoj in prakso internega komuniciranja</p> <ul style="list-style-type: none"> <li>a. sodobni trendi v komuniciranju</li> <li>b. Web 2.0 in družbeni mediji v internem komuniciranju</li> <li>c. MS 365</li> </ul> <p>6. Merjenje in analiza učinkov organizacijskega internega komuniciranja</p> <ul style="list-style-type: none"> <li>a. komunikacijski pregled (audit)</li> <li>b. spremljanje in evidentiranje internega komuniciranja</li> <li>c. merjenje in analiza učinkov internega komuniciranja</li> </ul> | <p>3. Management of organizational internal communication</p> <ul style="list-style-type: none"> <li>a. IC models</li> <li>b. IC standards</li> <li>c. segmentation of the internal public</li> <li>d. strategic planning of IC</li> <li>e. IC techniques, tools and channels</li> <li>f. topics of internal communication</li> <li>g. style of internal communication</li> <li>h. ethics of internal communication</li> </ul> <p>4. Specific internal communication practices</p> <ul style="list-style-type: none"> <li>a. communicating and change management</li> <li>b. conflict management and bad news communication</li> <li>c. crisis communication</li> <li>d. role of managers / leader in IC</li> </ul> <p>5. Impact of information technologies on the development and practice of IC</p> <ul style="list-style-type: none"> <li>a. modern trends in communication</li> <li>b. Web 2.0 and social media in internal communication</li> <li>c. MS 395</li> </ul> <p>6. Measurement and analysis of the effects of organizational communication</p> <ul style="list-style-type: none"> <li>a. communication audit</li> <li>b. monitoring and recording of internal communication</li> <li>c. measuring and evaluation of internal communication</li> </ul> |
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#### Temeljni literatura in viri / Readings:

1. Izbrana poglavja iz učbenikov / Selected chapters from textbooks:
  - Tkalcic Verčič, A. (2020). *Odnosi z javnostmi* (D. Verčič, N. Serajnik Sraka in P. Ašanin Gole (ur.)). Fakulteta za družbene vede in Slovensko društvo za odnose z javnostmi.
  - Dewhurst, S. in Fitzpatrick, L. (2019). *Successful Employee Communications: A Practitioner's Guide to Tools, Models and Best Practice to Internal Communication*. Kogan Page Ltd.
  - Allen, J. in McCarthy, M. (2017). *How to Engage, Involve, and Motivate Employees: Building a Culture of Lean Leadership and Two-Way Communication*. CRC Press, Taylor & Francis Group.
  - Ruck, K. (2020). Keeping employees informed and employee voice. V *Exploring Internal Communication: Towards Informed Employee Voice* (4. izdaja, pogl. 5). Routledge.
2. Izbrani aktualni članki / Selected current articles:
  - Araujo, M., Miranda, S. (2020). Multidisciplinarity in internal communication and the challenges ahead. *Corporate Communications*, 25(1), 107-123.
  - Gill, R. (2015). Why the PR strategy of storytelling improves employee engagement and adds value to CSR: An integrated literature review. *Public Relations Review*, 41(5), 662-674.
  - Goncalves, P. (2017). Want successful employee communications? Think like a marketer. *Strategic HR Review*, 16(5), 229-233.
  - Karanges, E., Johnston, K., Beatson, A. in Lings, I. (2015). The influence of internal communication on employee engagement: A pilot study. *Public Relations Review*, 41(1), 129-131.
  - Mazzei, A., Butera, A., Quarantino, L. (2019). Employee communication for engaging workplaces. *Journal of Business Strategy*, 40(6), 23-32.
3. Izbrane aktualne raziskave / Selected current research
  - Edelman. (2020). *How to guide: Employee & internal communications during the coronavirus pandemic*. Edelman.
  - Institute for Public Relations & Peppercom. (2020). *Special Report: How Companies Are Engaging Employees During COVID-19*. <https://instituteforpr.org/coronavirus-covid-19-comms-report/>

#### Cilji in kompetence:

#### Objectives and competences:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- razumeli teoretične koncepte upravljanja internega organizacijskega komuniciranja;
- sposobni kritične refleksije in obvladovanja komunikacijskih kompetenc internega organizacijskega komuniciranja za delovanje v mednarodnem multikulturnem okolju
- sposobni upravljanja organizacijskega internega komuniciranja kot sredstva za doseganje konkurenčne prednosti in vzdržno doseganje poslovne uspešnosti
- razumeli in bodo sposobni uporabe ključnih teoretičnih načel pri razvoju in implementaciji strategij v politiki in praksi upravljanja internega organizacijskega komuniciranja;
- obvladali metodološke pristope za preučevanje dejavnikov, ki vplivajo na komuniciranje z in med zaposlenimi;
- sposobni prepoznavanja ključnih okoljskih izzivov in njihove inovativne izrabe pri oblikovanju strategij upravljanja internega organizacijskega komuniciranja;
- sposobni uporabe sistemov in modelov organizacijskega internega komuniciranja za podporo strateškemu upravljanju organizacij;
- sposobni analiziranja in merjenja ter raziskovanja vplivov organizacijskega komuniciranja na poslovno uspešnost, organizacijsko mikroklimo, zadovoljstvo in zavzetost zaposlenih.

Students will acquire the following general and subject-specific competencies in the course:

- understand the theoretical concepts of internal organizational communication management;
- be able to critically reflect and master the communication competencies of internal organizational communication to operate in an international multicultural environment;
- be able to manage organizational internal communication as a means to achieve competitive advantage and sustainable business performance;
- understand and be able to apply key theoretical principles in the development and implementation of strategies in the policy and practice of managing internal organizational communication;
- master methodological approaches for studying the factors that affect communication with and among employees;
- be able to identify key environmental challenges and use them innovatively in the design of internal organizational communication management strategies;
- be able to use systems and models of organizational internal communication to support the strategic management of organizations;
- able to analyze and measure and research the effects of organizational communication on business performance, organizational microclimate, employee satisfaction and commitment.

#### **Predvideni študijski rezultati:**

Znanje in razumevanje:

Študent/-ka bo:

- razumel trende in izzive iz okolja in njihov vpliv na snovanje, izvajanje in evalvacijo internega organizacijskega komuniciranja;
- znal identificirati deležnike organizacije in segmentirati javnosti ter prepoznal vlogo internega komuniciranja v upravljanju odnosov z internimi deležniki in javnostmi organizacije;
- razumel strateško vlogo internega komuniciranja za doseganje zavzetosti, zadovoljstva in motivacije zaposlenih ter doseganja organizacijskih poslovnih ciljev;
- obvladal osnove organiziranja internega komuniciranja kot poslovnega podsistema ali funkcije, odnosa do drugih poslovnih funkcij in podsistemov ter povezavo internega komuniciranja z upravljanjem organizacijske kulture in organizacijske klime;
- razumel in obvladal temelje načrtovanja internega komuniciranja, oblikovanja ključnih komunikacijskih sporočil ter optimiranja komunikacijskih orodij in poti;
- obvladal taktike in tehnike internega komuniciranja in razlikoval specifiko medosebnega komuniciranja

#### **Intended learning outcomes:**

Knowledge and understanding:

The student will:

- understand trends and challenges from the environment and their impact on the design, implementation and evaluation of internal organizational communication;
- be able to identify stakeholders of the organization and segment the public and recognize the role of internal communication in the management of relations with internal stakeholders and the public of the organization;
- understand the strategic role of internal communication for achieving commitment, satisfaction and motivation of employees and achieving organizational business goals;
- master the fundament of organizing internal communication as a business subsystem or function, the relationship to other business functions and subsystems and, the choice and connection of internal communication with the management of organizational culture and organizational climate;
- understand and master the basics of internal communication planning, design of key communication messages and optimization of communication tools and channels/media;

|                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| ter tehnološko posredovanega internega komuniciranja;<br>• razumel pomen merjenja in raziskovanja internega komuniciranja in interne javnosti ter temeljnih metodoloških pristopov za evalvacijo internega komuniciranja in raziskovanje interne javnosti ter jih tudi znal uporabiti v praksi. | • master the tactics and techniques of internal communication and distinguish the specifics of interpersonal communication and technologically mediated internal communication;<br>• understand the importance of measuring and researching internal communication and the internal public and basic methodological approaches for evaluating internal communication and researching the internal public, and also know how to apply them in practice. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)  
**Sodelovalno skupinsko delo:** študije primerov (projektno delo, timsko delo)  
**Individualno delo:** individualne aktivnosti (naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, pisni izdelki)  
**Študij v virtualnem okolju:** sodelovalne in individualne aktivnosti (naloge, forum, klepetalnica, študij gradiva)  
**Sodelovanje gostujočega predavatelja**  
 Opredeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

#### Learning and teaching methods:

**Frontal work:** lectures with active participation of students (explanation, discussion, solving cases)  
**Collaborative group work:** case studies (project work, team work)  
**Individual work:** individual activities (assignments, study of literature and sources, development and research work, reflection, self-assessment, written products)  
**Study in a virtual environment:** collaborative and individual activities (assignments, forum, chat room, study materials)  
**Participation of a guest lecturer**  
 The defined teaching and learning methods in distance learning are adequately supported by modern information and communication tools and complemented by effective approaches to teaching and learning in a virtual learning environment.

| Delež (v %) /<br>Weight (in %)                   |    | Assessment:                                        |
|--------------------------------------------------|----|----------------------------------------------------|
| <b>Načini ocenjevanja:</b>                       |    |                                                    |
| <u>Sprotno preverjanje in ocenjevanje znanja</u> |    | <u>Ongoing testing and assessment of knowledge</u> |
| • krajši pisni izdelki                           | 20 | • Shorter written articles                         |
| • daljši pisni izdelki                           | 50 | • Longer written articles                          |
| • online test                                    | 30 | • Online test                                      |
| <u>Končno preverjanje in ocenjevanje znanja</u>  |    | <u>Final testing and assessment of knowledge</u>   |
| • pisni izpit                                    | 80 | • Written exam                                     |
| • seminarska naloga                              | 20 | • Seminar paper                                    |

#### Reference nosilca / Lecturer's references:

- MLADIČ, Mirjana. Kako oblikujete vizijo?. *Podjetnik : prvi medij podjetništva*. [Tiskana izd.]. 1998, 14, št. 2, str. 30-31. ISSN 1318-1025. [COBISS.SI-ID [4247068](#)]
- MLADIČ, Mirjana. Dejavniki učenja v procesu razvoja sistema uravnoteženih kazalcev in njegovega uvajanja v poslovanje podjetij. V: *Uveljavljanje uspešnega managementa in sodobnega kontrolinga s poudarkom na uporabi metod uspešnega vodenja in kontrolinga za zadovoljstvo kupcev/strank*. Maribor: Društvo ekonomistov: Združenje gospodarstvenikov, 2001. Str. 178-184. ISBN 961-6059-05-X. [COBISS.SI-ID [6284316](#)]
- MLADIČ, Mirjana, VEINGERL ČIČ, Živa. Vision as an element of introducing changes in SMEs. V: KODONAS, Dimitris (ur.), ARGYROPOULOS, Miltos (ur.). *Change & innovation : the challenge for small firms : proceedings*. 27th European Small Business Seminar, Rhodes, Greece, 17-19 September, 1997. Athens: Elkepa, Greek productivity Centre, 1997. Vol. 1, str. 292-302. ISBN 960-7051-37-8, ISBN 960-7051-35-1. [COBISS.SI-ID [4244252](#)]
- MLADIČ, Mirjana. Uvajanje metodologije BSC v strateško načrtovanje LIV d.d. Postojna. V: *Uveljavljanje uspešnega managementa in sodobnega kontrolinga s poudarkom na uporabi metod uspešnega vodenja in kontrolinga za zadovoljstvo kupcev/strank*. Maribor: Društvo ekonomistov: Združenje gospodarstvenikov, 2001. Str. 127-137. ISBN 961-6059-05-X. [COBISS.SI-ID [5702940](#)]
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- HAY, Julie, TERPIN, Milan, MLADIČ, Mirjana, VEINGERL ČIČ, Živa. *Z roko v roki : interno usposabljanje o komuniciranju in pospeševanju prodaje za farmacevte, Poštarski dom, 25. in 26. novembra 1997. (I. del)*. Maribor: Ekonomski institut, 1997. 33 f., ilustr. [COBISS.SI-ID [4252956](#)]
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- MLADIČ, Mirjana (diskutant), FEGUŠ, Matej (diskutant), BOBNAR, Tatjana (diskutant), RUŽIČ, Matevž (diskutant), FRELIH, Mojca (diskutant). *Izmenjava dobrih praks podjetij na področju usklajevanja poklicnega in zasebnega življenja : pogovor v okviru posveta "Skrbna podjetja - delodajalci kot akterji pozitivnih sprememb"*, online, 16. 6. 2021. [COBISS.SI-ID [91287555](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 11. 1. 2026

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                                                    |
|----------------------|----------------------------------------------------|
| <b>Predmet:</b>      | Javna uprava in poslovanje javnega sektorja        |
| <b>Course title:</b> | Public Administration and Public Sector Operations |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                        | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

izbirni/elective

**Univerzitetna koda predmeta / University course code:**

JPS

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Bojana Zadravec

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

/

**Prerequisites:**

/

**Vsebina:**

### Splošni pojmi

- Temeljne teorije in pojmi s področja sistema državne uprave, lokalne samouprave in javnih služb
- Javni interes kot osnova za javnopravno urejanje in delovanje
- Teritorialni, organizacijski in funkcionalni vidiki izvrševanja nalog državne uprave
- Pravne osebe javnega prava in njihove osnovne značilnosti
- Nadzor nad delovanjem javnega sektorja

### Državna uprava

- Organizacija izvršilnih in upravnih organov ter njihova medsebojna razmerja
- Financiranje državne uprave
- Temeljne funkcije vlade in upravnih organov
- Temelji pravne ureditve javnih služb v Sloveniji

### Javne službe

- Javne službe na področju negospodarstva

**Content (Syllabus outline):**

### General concepts

- Fundamental theories and concepts of the system of state administration, local self-government and public services
- The public interest as a basis for public regulation and operation
- Territorial, organisational and functional aspects of the implementation of the functions of the public administration
- Legal persons governed by public law and their essential characteristics
- Supervision of the operations of the public sector

### State administration

- Organisation of executive and administrative bodies and their mutual relations
- Financing of the state administration
- Core functions of the government and of administrative bodies

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Gospodarske javne službe in način njihovega izvajanja javnih služb (režijski obrat, javni gospodarski zavod, javno podjetje, koncesionirana gospodarska javna služba, vlaganje javnega kapitala)</li> <li>• Financiranje javnih služb</li> </ul> <p><b>Lokalna samouprava</b></p> <ul style="list-style-type: none"> <li>• Ustavne in zakonske osnove ureditve lokalne samouprave v Sloveniji</li> <li>• Občine (nastanek, notranja členitev, organi, volitve)</li> <li>• Organizacija in delovanje občinske uprave</li> <li>• Financiranje občin</li> <li>• Pokrajine</li> <li>• Problematika skladnega regionalnega razvoja</li> </ul> <p><b>Temelji ureditve delovnih razmerij in plačilnega sistema v javnem sektorju</b></p> <ul style="list-style-type: none"> <li>• Pregled predpisov, ki se nanašajo na delovna razmerja v javnem sektorju</li> <li>• Temelji ureditve plačilnega sistema</li> </ul> <p><b>Vrste nadzora nad delovanjem javnega sektorja</b></p> <ul style="list-style-type: none"> <li>• Vrste nadzora</li> <li>• Zunanji in notranji nadzor</li> <li>• Sodni nadzor</li> </ul> <p><b>Javna naročila</b></p> <ul style="list-style-type: none"> <li>• Zakonska ureditev področja javnih naročil</li> <li>• Prikaz konkretnih postopkov oddaje javnega naročila</li> <li>• Revizija postopkov oddaje javnega naročila</li> <li>• Pogodbena razmerja v javnem sektorju in z javnim sektorjem</li> </ul> | <ul style="list-style-type: none"> <li>• Cornerstones of the legal regime of public services in Slovenia</li> </ul> <p><b>Public services</b></p> <ul style="list-style-type: none"> <li>• Public services in the non-economic sector</li> <li>• Public utility services and the way in which they are provided (service unit, public service agency, public undertaking, public utility services with concession, investment of public capital)</li> <li>• Financing of public services</li> </ul> <p><b>Local self-government</b></p> <ul style="list-style-type: none"> <li>• Constitutional and legal bases for the regulation of local self-government in Slovenia</li> <li>• Municipalities (origin, internal breakdown, authorities, elections)</li> <li>• Organisation and operation of the municipal administration</li> <li>• Financing of municipalities</li> <li>• Regions</li> <li>• The issue of balanced regional development</li> </ul> <p><b>Fundamentals of regulation of employment relationships and the payment system in the public sector</b></p> <ul style="list-style-type: none"> <li>• Overview of regulations relating to public sector employment</li> <li>• The foundations of the payment system</li> </ul> <p><b>Types of supervision of the operations of the public sector</b></p> <ul style="list-style-type: none"> <li>• Types of supervision</li> <li>• External and internal supervision</li> <li>• Judicial review</li> </ul> <p><b>Public procurements</b></p> <ul style="list-style-type: none"> <li>• Legal regulation of public procurements</li> <li>• Presentation of specific public procurement procedures</li> <li>• Audit of public procurement procedures</li> <li>• Contractual relations in the public sector and with the public sector</li> </ul> |
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**Temeljni literatura in viri / Readings:**

- Zdravec, B. (2024) *Državna uprava in upravni postopek*, Maribor, DOBA Fakulteta.
- Zdravec, B. (2020) *Zakon o splošnem upravnem postopku – Priprava na strokovni izpit iz upravnega postopka*, Maribor, DOBA. Posodobljeno 2023.
- Spletne strani Vlade Republike Slovenije, ministrstev, upravnih enot in občin

**Cilji in kompetence:**

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- pridobili znanje o temeljnih pojmih s področja uprave in javnih naročil
- usvojili podrobnejša znanja o organizaciji in delovanju sistema državne uprave, javnih služb in sistema lokalne samouprave
- spoznali organizacijo izvršilnih in upravnih organov, organov lokalne skupnosti ter njihova medsebojna razmerja
- seznanili z delovnim področjem ministrstev in drugih organov državne uprave

**Objectives and competences:**

During the course, students develop the following general and subject-specific competencies:

- gain knowledge on the fundamental concepts from the field of administration and public procurement,
- acquire detailed knowledge of the organisation and functioning of the system of state administration, public services and local self-government,
- learn about the organisation of executive and administrative bodies, local authority bodies and their mutual relations,
- learn about the competence of ministries and other state administration bodies,

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• razumeli bistvo delovanja javnih služb ter načine in statusno pravne oblike njihovega izvajanja</li> <li>• se znašli pri iskanju predpisov, ki pozitivno pravno urejajo obravnavano problematiko</li> <li>• se naučili opravljanja nalog v zvezi z delovnimi razmerji v javni upravi in spoznali specifičnost po katerih se ta razmerja razlikujejo od delovnih razmerij v gospodarskih dejavnostih</li> <li>• spoznali in razumeli bistvo financiranja državne uprave, lokalne samouprave in javnih služb</li> <li>• razumeli smisel in bistvo javnih služb in načine njihovega izvajanja</li> <li>• razumeli bistveni namen pravnih predpisov, ki urejajo področje javnega naročanja</li> <li>• se seznanili z javnimi naročili in zakonodajo iz tega področja</li> <li>• se usposobili za vodenje postopkov javnih naročil, priprave razpisne dokumentacije, izvedbe postopka izbire najboljših ponudnikov, revizijskih postopkov</li> <li>• znali aplicirati teoretična znanja s področja javne uprave in poslovanja javnega sektorja v okviru svojih pristojnosti v poslovni praksi</li> <li>• si razvili samozavest za komuniciranje z organizacijami v javni upravi,</li> <li>• se usposobili za ustrezno presojo in razumevanje dogajanj v okolju, pomembnih za nemoteno tekoče delo</li> <li>• si razvili iznajdljivost, natančnost, pozitiven odnos do delovnih obveznosti, poštenost</li> </ul> | <ul style="list-style-type: none"> <li>• understand the essence of the operation of public services and the modes and status and legal forms of their operations,</li> <li>• know their way in searching for regulations that regulate a specific issues in a positive way,</li> <li>• learn to perform tasks relating to employment relationships in the public administration and learn the special characteristics of how these relationships differ from employment relationships in economic activities,</li> <li>• learn about and understand the essence of the financing of state administration, local self-government and public services,</li> <li>• understand the meaning and essence of public services and the way in which they are provided,</li> <li>• understand the essential purpose of the legal rules governing public procurement,</li> <li>• are familiar with public procurement and legislation from this field,</li> <li>• become qualified for the management of public procurement procedures, preparation of tender documents, implementation of the selection procedure for the best bidders, audit procedures,</li> <li>• are able to apply theoretical knowledge from the field of public administration and public sector operations within the scope of their competences in business practice,</li> <li>• develop self-confidence in communicating with organisations in public administration,</li> <li>• become qualified to properly assess and understand developments in the environment that are relevant to the smooth running of work,</li> <li>• develop resourcefulness, accuracy, a positive attitude to work, fairness.</li> </ul> |
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#### **Predvideni študijski rezultati:**

Študent/-ka bo:

- poznal in razumel naloge državne uprave
- poznal in ločil pravne osebe javnega prava
- poznal vrste nadzora nad delovanjem javnega sektorja
- se seznanil z organizacijo izvršilnih in upravnih organov in njihovim medsebojnim sodelovanjem
- poznal način in sistem financiranja državne uprave
- poznal sistem delovanja javnih služb
- poznal in ločil posamezne skupine javnih služb
- poznal značilnosti posameznih skupin javnih služb ter njihovo financiranje
- poznal in razumel sistem lokalne samouprave v Sloveniji
- poznal in obvladal delovanje posameznih delov lokalne samouprave
- poznal predpise in zakonodajo javnega sektorja, poznal zakonitosti plačilnega sistema
- znal aplicirati zakonodajne določbe v svoje poslovno okolje
- poznal vrste nadzora nad javnimi financami

#### **Intended learning outcomes:**

The students will:

- know and understand the functions of the state administration,
- know and distinguish legal persons governed by public law,
- know the types of supervision of the operations of the public sector,
- be familiar with the organisation of executive and administrative bodies and their mutual relations,
- be familiar with the ways and system of financing of the state administration,
- be familiar with the operation of public services,
- be familiar with and distinguish individual groups of public services,
- be familiar with the characteristics of individual groups of public services and their financing,
- know and understand the system of local self-government in Slovenia,
- know and master the functioning of individual units of local self-government,

- poznal razlike in značilnosti med posameznimi vrstami nadzora
- poznal sistem javnega naročanja v Sloveniji in EU
- sposoben prijaviti in oddati javno naročilo
- sposoben pripraviti dokumente za zunanji nadzor

- be familiar with public sector regulations and legislation and with the rules governing the payment system,
- be able to apply legislative provisions to their business environment,
- know the types of supervision of public finances,
- know the differences and characteristics between different types of supervision,
- be familiar with the public procurement system in Slovenia and the EU,
- be able to prepare and submit public procurement tenders,
- be able to prepare documents for external supervision.

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)

**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju

**Individualno delo:** naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki, delo v virtualnem učnem okolju

Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

#### Learning and teaching methods:

**Frontal instruction:** lectures with active participation of students (explanation, discussion, problem-solving)

**Teamwork:** project work, teamwork, work in the virtual learning environment

**Individual work:** assignments, study of literature and resources, research and development work, reflection, self-assessment, public speaking, papers, work in the virtual learning environment

The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within the virtual learning environment.

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

#### Assessment:

##### Sprotno preverjanje in ocenjevanje znanja

- Krajši pisni izdelki
- Online test

75 %  
25 %

##### Continuous knowledge assessment

- Shorter written assignments
- Online test

##### Končno preverjanje in ocenjevanje znanja

- Pisni izpit
- Seminarska naloga

50 %  
50 %

##### Final knowledge assessment

- Written exam
- Seminar paper

#### Reference nosilca / Lecturer's references:

- ZADRAVEC, Bojana. So upravni postopki v Sloveniji preveč birokratizirani?. *Pravna praksa : PP*. [Tiskana izd.]. 8. maj 2025, leto 44, št. 17/18, str. 6-8, z avtorj. sl. ISSN 0352-0730. [COBISS.SI-ID [235050499](#)]
- ZADRAVEC, Bojana. Elektronsko vročanje v upravnih postopkih. *Pravna praksa : PP*. [Tiskana izd.]. 18. jan. 2024, leto 43, št. 3, str. 17-19, avtorj. sl. ISSN 0352-0730. [COBISS.SI-ID [181656835](#)]
- ZADRAVEC, Bojana. Formalna popolnost vlog v upravnih postopkih. *Pravna praksa : PP*. [Tiskana izd.]. 29. avg. 2024, leto 43, št. 31/32, str. 11-13, avtorj. sl. ISSN 0352-0730. [COBISS.SI-ID [205700355](#)]
- ZADRAVEC, Bojana. Bila sem matičarka - kdo je to?. *Pravna praksa : PP*. [Tiskana izd.]. 28. apr. 2023, leto 42, št. 17, str. 17-18, portret. ISSN 0352-0730. [COBISS.SI-ID [150569475](#)]
- ZADRAVEC, Bojana. Einige Mängel des veränderten Familiengesetzbuches in der Republik Slowenien. *Österreichisches Standesamt : Fachzeitschrift für Personenstands-, Ehe- und Staatsbürgerschaftsrecht*. Sep. 2023, nr. 9, jg. 77, str. 120-124. [COBISS.SI-ID [163857411](#)]
- ZADRAVEC, Bojana. Nekaj pomanjkljivosti spremenjenega Družinskega zakonika. *Pravna praksa : PP*. [Tiskana izd.]. 23. feb. 2023, leto 42, št. 8, str. 14-16, z avtorj. sl. ISSN 0352-0730. [COBISS.SI-ID [142744323](#)]
- ZADRAVEC, Bojana. Težave pri zapisu osebnih imen v identifikacijskih dokumentih - v Evropi še nerešen problem. *Pravna praksa : PP*. [Tiskana izd.]. 27. okt. 2022, leto 41, št. 39/40, str. 16-18, ilustr. ISSN 0352-0730. [COBISS.SI-ID [127290115](#)]
- ZADRAVEC, Bojana. Slowenien : Gleichgeschlechtliche Partnerschaften. *Das Standesamt*. okt. 2017, letn. 70, št. 10, str. 314-316. ISSN 0341-3977. [COBISS.SI-ID [93362433](#)]

- ZADRAVEC, Bojana. Istospolne zveze so del našega življenja. *Okno uprave : glasilo Združenja strokovnih delavcev upravnih notranjih zadev*. 2008, letn. 9, št. 18, str. 20-21. ISSN 1580-4313. [COBISS.SI-ID [63220225](#)]
- ZADRAVEC, Bojana. Osebni status posameznika v luči evropeizacije javne uprave. V: ARISTOVNIK, Aleksander (ur.). *Priložnosti in izzivi slovenskega javnega sektorja: programski okvir EU 2014-2020 : zbornik referatov*. XXI. Dnevi slovenske uprave, Ljubljana, 25.-26. september 2014. V Ljubljani: Fakulteta za upravo, 2014. ISBN 978-961-262-069-1. [COBISS.SI-ID [4455598](#)]
- ZADRAVEC, Bojana. Konferenca Združenja upravnih delavcev Slovenije 2025. *Pravna praksa : PP*. [Tiskana izd.]. 15. maj 2025, leto 44, št. 19, str. 30-31. ISSN 0352-0730. [COBISS.SI-ID [235882499](#)]
- ZADRAVEC, Bojana. *Državna uprava in upravni postopek : višješolski učbenik*. Maribor: Doba Epis, 2014. IV, 87 str. [COBISS.SI-ID [79947521](#)]
- ZADRAVEC, Bojana. *Zakon o splošnem upravnem postopku : priprava na strokovni izpit iz upravnega postopka*. Maribor: Doba Epis, 2013. 185 str. ISBN 978-961-6818-45-2. [COBISS.SI-ID [74076929](#)]
- ZADRAVEC, Bojana. *Zakon o splošnem upravnem postopku : priprava na strokovni izpit iz upravnega postopka*. Maribor: Doba Epis, 2012. 271 str. ISBN 978-961-6818-27-8. [COBISS.SI-ID [69347585](#)]
- ZADRAVEC, Bojana. *Zakon o splošnem upravnem postopku : priprava na strokovni izpit iz upravnega postopka*. Maribor: Doba Epis, 2011. 267 str. ISBN 978-961-6818-20-9. [COBISS.SI-ID [67651329](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 11. 1. 2026

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                                           |
|----------------------|-------------------------------------------|
| <b>Predmet:</b>      | Kreativno razmišljanje po Edwardu de Bonu |
| <b>Course title:</b> | Creative Thinking by Edward de Bono       |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                        | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

KRA

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

mag. Nastja Mulej

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

**Prerequisites:**

/

/

**Vsebina:**

**Content (Syllabus outline):**

- Od tradicionalnega (nasprotnega, argumentativnega) do paralelnega razmišljanja (po Klobukih)
  - Koristi in načini uporabe namernega razmišljanja s formalnimi orodji
  - Uvod v metodo Šest klobukov razmišljanja
- Kako učinkovito voditi in upravljati pogovore in sestanke (modri klobuk)
  - Cilj, fokus, čas, vrstni red
  - Povzetek, zaključek, nadaljnji koraki
  - Disciplina moderatorja
- Kako ločiti čustva od dejstev na pogovorih in sestankih
  - Rdeči klobuk (čustva, občutja, intuicija)
  - Beli klobuk (informacije, podatki, dejstva)
- Kako ločiti iskanje prednosti od iskanje slabosti na pogovorih in sestankih
  - Rumeni klobuk

- From traditional (contradictory, argumentative) to parallel thinking (in particular: The Six Thinking Hats)
  - Benefits and ways of using deliberate thinking with formal tools
  - Introduction to the Six Thinking Hats method
- How to effectively lead and manage conversations and meetings (Blue Hat)
  - Goal, focus, time, sequence
  - Summary, conclusion, next steps
  - Discipline of the Blue Hat wearer
- How to separate emotions from facts in conversations and meetings
  - Red hat (feeling, emotions, intuition)
  - White hat (information, data, facts)
- How to separate the search for strengths from the search for weaknesses in conversations and meetings
  - Yellow hat (benefits, values, opportunities)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>○ Črni klobuk</li> </ul> <p>5. Kako ločiti generiranje idej od vrednotenja idej</p> <ul style="list-style-type: none"> <li>○ Zeleni klobuk (predlogi, rešitve, ideje)</li> <li>○ Orodja lateralnega razmišljanja (Naključna spodbuda, Izvleček koncepta)</li> <li>○ Selekcija in presojanje idej</li> </ul> <p>6. Kako voditi in upravljati sestanek za</p> <ul style="list-style-type: none"> <li>○ Pregled narejenega (letni razgovor)</li> <li>○ Reševanje težav</li> <li>○ Izboljšavo postopka</li> <li>○ Generiranje in vrednotenje idej</li> <li>○ Sprejemanje poslovnih odločitev</li> </ul> <p>7. Kako razmišljati samostojno in v dialogu</p> <p>8. Trening učinkovitega vodenja in upravljanja sestankov</p> | <ul style="list-style-type: none"> <li>○ Black hat (potential and real problems, obstacles, limitations)</li> </ul> <p>5. How to separate idea generation from idea evaluation</p> <ul style="list-style-type: none"> <li>○ Green hat (suggestions, solutions, ideas)</li> <li>○ Lateral thinking tools (Random Entry, Concept Extraction)</li> <li>○ Selection and evaluation of ideas</li> </ul> <p>6. How to lead and manage a meeting for</p> <ul style="list-style-type: none"> <li>○ Performance Review</li> <li>○ Problem Solving</li> <li>○ Process Improvement</li> <li>○ Generating And Evaluating Ideas</li> <li>○ Making Business Decisions</li> </ul> <p>7. How to think independently and in a dialogue</p> <p>8. Training in effective leadership and management of meetings</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Temeljni literatura in viri / Readings:

Edward de Bono, Šest klobukov razmišljanja. UMNA, 2024  
Edward de Bono, Paralelno razmišljanje. Mladinska knjiga, 2018  
Edward de Bono, Kako imeti čudoviti um. UMNA, 2023  
Edward de Bono, Šest medalj vrednosti. UMNA, 2025  
Edward de Bono, Priročnik za pozitivno revolucijo. Rotis, 2015  
Članki: <https://www.nastjamulej.com/mediji-o-nas/>

### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- Sposobnost uporabe strukturiranega razmišljanja za izboljšanje komunikacije (razvoj veščin paralelnega razmišljanja namesto argumentativnega, kar omogoča večjo produktivnost in boljše razumevanje različnih perspektiv v skupinah)
- Veščine vodenja in moderiranja sestankov (pridobitev sposobnosti učinkovitega načrtovanja, vodenja in usmerjanja pogovorov z uporabo modrega klobuka: ciljanje, strukturiranje, časovno upravljanje, povzemanje zaključkov)
- Sposobnost ločevanja dejstev, čustev in vrednotenj v komunikaciji (razumevanje pomena ločevanja čustev od dejstev ter prepoznavanje intuitivnih odzivov in empatičnih vpogledov (rdeči in beli klobuk))
- Razvijanje analitičnih in kritičnih veščin za iskanje prednosti in slabosti (pridobitev zmožnosti kritične presoje ter ločevanja pozitivnih vidikov (rumeni klobuk) in morebitnih slabosti (črni klobuk) pri oceni idej in rešitev)
- Inovativnost in ustvarjalnost (uporaba lateralnega razmišljanja za generiranje in vrednotenje idej z zelenim klobukom ter razvijanje metod za ustvarjalno reševanje težav).
- Veščine strateškega, problemskega in procesnega razmišljanja (krepitev sposobnosti strateškega razmišljanja, pregledovanja preteklih dosežkov, iskanja izboljšav v procesih ter sprejemanja poslovnih odločitev)

### Objectives and competences:

Students will acquire the following general and subject-specific competences in the subject:

- Ability to apply structured thinking for improved communication (development of parallel thinking skills instead of argumentative thinking, enabling greater productivity and better understanding of different perspectives in groups).
- Leadership and meeting facilitation skills (acquisition of the ability to effectively plan, lead, and guide discussions using the blue hat: goal-setting, structuring, time management, and summarizing conclusions).
- Ability to differentiate between facts, emotions, and evaluations in communication (understanding the importance of separating emotions from facts and recognizing intuitive responses and empathetic insights using the red and white hats).
- Development of analytical and critical skills for assessing strengths and weaknesses (acquiring the ability to critically evaluate and distinguish between positive aspects (yellow hat) and potential weaknesses (black hat) when assessing ideas and solutions).
- Innovation and creativity (applying lateral thinking to generate and evaluate ideas using the green hat and developing methods for creative problem-solving).
- Strategic, problem-solving, and process-oriented thinking skills (enhancing the ability to think strategically, review past achievements, seek process improvements, and make business decisions).
- Independent and collaborative thinking (developing the competence for independent thinking and

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| <ul style="list-style-type: none"> <li>• Samostojno in sodelovalno razmišljanje (razvoj kompetence za neodvisno razmišljanje ter učinkovito vključevanje v dialog z drugimi, kar prispeva k boljšemu odločanju v skupinskem okolju)</li> <li>• Praktično obvladovanje vodenja sestankov (pridobitev konkretnih veščin za vodenje sestankov, vključno s postavljanjem jasnih ciljev, strukturiranjem komunikacije ter upravljanjem časa in sodelovanja)</li> </ul> | <p>effectively engaging in dialogue with others, contributing to better decision-making in group environments).</p> <ul style="list-style-type: none"> <li>• Practical mastery of meeting management (acquiring concrete skills for leading meetings, including setting clear goals, structuring communication, and managing time and collaboration).</li> </ul> |
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#### Predvideni študijski rezultati:

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| <p>Znanje in razumevanje</p> <p>Študent bo ob zaključku predmeta:</p> <ul style="list-style-type: none"> <li>• razumel temeljna načela in prednosti metode Šest klobukov razmišljanja ter jo znal samostojno uporabljati v različnih komunikacijskih in poslovnih situacijah za strukturirano reševanje težav.</li> <li>• sposoben načrtovati in voditi sestanek z jasnimi cilji, strukturiranim časovnim okvirjem in ustreznim vrstnim redom aktivnosti, kar vključuje učinkovito povzemanje ključnih točk in usmerjanje skupine k naslednjim korakom.</li> <li>• sposoben prepoznati in ločiti med čustvenimi odzivi, dejanskimi informacijami ter kritičnimi ocenami, kar bo izboljšalo kakovost njegovih odločitev in komunikacije v skupinskih razpravah.</li> <li>• znal uporabiti orodja lateralnega razmišljanja in zeleni klobuk za generiranje novih idej ter učinkovito ločiti postopek ustvarjanja idej od njihovega vrednotenja in selekcije.</li> <li>• sposoben samostojno ter v dialogu z drugimi kritično in strateško razmišljati o kompleksnih problemih ter sprejemati utemeljene odločitve.</li> </ul> |
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#### Intended learning outcomes:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Knowledge and understanding</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the fundamental principles and advantages of the Six Thinking Hats method and be able to independently apply it in various communication and business situations for structured problem-solving.</li> <li>• Be capable of planning and leading a meeting with clear objectives, a structured timeline, and an appropriate sequence of activities, including effectively summarizing key points and guiding the group toward the next steps.</li> <li>• Be able to recognize and distinguish between emotional responses, factual information, and critical evaluations, improving the quality of decision-making and communication in group discussions.</li> <li>• Know how to use lateral thinking tools and the Green Hat to generate new ideas and effectively separate the process of idea creation from evaluation and selection.</li> <li>• Be capable of independent and collaborative critical and strategic thinking about complex problems and making well-founded decisions.</li> </ul> |
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#### Metode poučevanja in učenja:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Frontalno delo:</b> predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)</p> <p><b>Sodelovalno delo:</b> projektno delo, timsko delo, delo v virtualnem učnem okolju</p> <p><b>Individualno delo:</b> naloge, študij literature in virov, refleksija, samoocenjevanje, pisni izdelki, delo v virtualnem učnem okolju</p> <p>Opredeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.</p> |
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#### Learning and teaching methods:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Frontal approach:</b> lectures with active participation of students (explanation, discussion, case solving)</p> <p><b>Collaborative approach:</b> project work, team work, work in virtual environment</p> <p><b>Individual approach:</b> tasks, study of literature and resources, reflection, self-evaluation, written products, work in virtual learning environment</p> <p>The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within a virtual learning environment.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Delež (v %) /  
Weight (in %)

#### Načini ocenjevanja:

| Načini ocenjevanja:                                                                                                                                                                                                                            | Delež (v %) /<br>Weight (in %)      | Assessment:                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Sprotno preverjanje in ocenjevanje znanja</u></p> <ul style="list-style-type: none"> <li>▪ Krajši pisni izdelki</li> <li>▪ Daljši pisni izdelki</li> <li>▪ Online test</li> </ul> <p><u>Končno preverjanje in ocenjevanje znanja</u></p> | <p>45 %</p> <p>30 %</p> <p>25 %</p> | <p><u>Continuous knowledge assessment</u></p> <ul style="list-style-type: none"> <li>▪ Shorter written assignments</li> <li>▪ Longer written assignments</li> <li>▪ Online exam</li> </ul> <p><u>Final knowledge assessment</u></p> |

|                                                                                                                    |              |                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Daljši pisni izdelki - Projektna naloga</li> <li>▪ Pisni izpit</li> </ul> | 40 %<br>60 % | <ul style="list-style-type: none"> <li>▪ Longer written assignment – project assignment</li> <li>▪ Written exam</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------|

#### Reference nosilca / Lecturer's references:

- MULEJ, Matjaž, MULEJ, Nastja. De Bonova metodologija "šest klobukov razmišljanja" in Mulejeva metodologija ustvarjalnega sodelovanja "USOMID" v novi kombinaciji. *Organizacija : revija za management, informatiko in kadre*. [Tiskana izd.]. jan. 2007, letn. 40, št. 1, str. 34-41, ilustr. ISSN 1318-5454. [Digitalna knjižnica Slovenije - dLib.si](#). [COBISS.SI-ID [17086182](#)]
- MULEJ, Matjaž, ŠTRUKELJ, Tjaša. Strategija podjetja in družbena odgovornost. *Revija za univerzalno odličnost : RUO*. sep. 2017, letn. 6, št. 3, str. 292 -307. ISSN 2232-5204. [http://www.fos.unm.si/media/pdf/RUO/2017-6-3/RUO\\_090\\_Mulej\\_strukelj.pdf](http://www.fos.unm.si/media/pdf/RUO/2017-6-3/RUO_090_Mulej_strukelj.pdf), [Digitalna knjižnica Slovenije - dLib.si](#). [COBISS.SI-ID [2048432642](#)]
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- MULEJ, Matjaž, KNEZ-RIEDL, Jožica, POTOČAN, Vojko, ŽENKO, Zdenka. Upravljanje - kdaj je razmišljanje o njem in v njem sistemsko/ celovito?. *Organizacija : revija za management, informatiko in kadre*. [Tiskana izd.]. sep. 2003, letn. 36, št. 7, str. 443-445. ISSN 1318-5454. [COBISS.SI-ID [6973212](#)]
- ROSI, Bojan, MULEJ, Matjaž. "Dialektično omrežno razmišljanje" pomaga celoviteje prepoznavati, preprečevati in obvladovati konflikte, probleme in krize. V: ROZMAN, Rudi (ur.), KOVAČ, Jure (ur.). *Konflikti v in med organizacijami : zbornik referatov*. 6. znanstveno posvetovanje o organizaciji, Brdo pri Kranju, 3. junij 2005. Kranj: Fakulteta za organizacijske vede: Zveza organizatorjev Slovenije; Ljubljana: Ekonomska fakulteta, 2005. Str. 59-62. ISBN 961-240-047-4. [COBISS.SI-ID [8151324](#)]
- ŠTRUKELJ, Tjaša, MULEJ, Matjaž. Poslovne strategije kot način uresničevanja politike podjetja = Business strategies for corporate governance realisation. V: BREZOVEC, Aleksandra (ur.), MEKINC, Janez (ur.). *Management, izobraževanje in turizem : solidarnost za socialni kapital : 3. znanstvena konferenca z mednarodno udeležbo, 20.-21. oktober 2011, Portorož : zbornik referatov = proceedings*. Portorož: Turistica, Fakulteta za turistične študije, 2011. ISBN 978-961-6469-59-3. [COBISS.SI-ID [10952988](#)]
- MULEJ, Matjaž, ŽENKO, Zdenka, ŠTRUKELJ, Tjaša. Sistemsko ravnanje s pomočjo strategije družbene odgovornosti = Systemic acting with assistance of strategy of social responsibility. V: BUKOVEC, Boris (ur.). *Zbornik povzetkov*. V Novem mestu: Fakulteta za organizacijske študije, 2017. Str. 33-36. ISBN 978-961-6974-14-1, ISBN 978-961-6974-15-8, ISBN 978-961-6974-16-5. <http://www.fos.unm.si/si/dejavnosti/npot/objave/>. [COBISS.SI-ID [2048416770](#)]
- ŠTOKA DEBEVEC, Meta, HRAST, Anita, MULEJ, Matjaž. Nacionalna strategija spodbujanja razvoja družbene odgovornosti (podjetij) v Sloveniji. V: HRAST, Anita (ur.), MULEJ, Matjaž (ur.), KOJC, Sabina (ur.). *Izobraževanje in komuniciranje za več družbene odgovornosti : zbornik povzetkov prispevkov = Education and communication for more social responsibility : conference proceedings - summaries*. Maribor: Inštitut za razvoj družbene odgovornosti (IRDO), 2013. Str. 69. Zbirka Družbena odgovornost. ISBN 978-961-92971-6-2. [COBISS.SI-ID [11344668](#)]
- MULEJ, Matjaž, MULEJ, Nastja. Support to ethics of interdependence and holism by Edward de Bono's methods of thinking. V: MULEJ, Matjaž (ur.), DYCK, Robert G. (ur.). *Social responsibility - methods, dilemmas and hopes*. [S. l.]: Bentham eBooks, 2014. Str. 3-27. Social responsibility beyond neoliberalism and charity, Vol. 3. ISBN 978-1-60805-906-5. ISSN 2352-3336. <http://www.eurekaselect.com/123219/chapter/support-to-ethics-of-interdependence-and-holism-by-edward-de-bono%E2%80%99s-methods-of-thinkin>, DOI: [10.2174/9781608059068114030004](#). [COBISS.SI-ID [11775772](#)]
- ŠAROTAR ŽIŽEK, Simona, MULEJ, Matjaž. Celovitost in sistemsko razmišljanje. V: ŠAROTAR ŽIŽEK, Simona, TREVEN, Sonja, MULEJ, Matjaž. *Osebnost celovitost človeka*. Maribor: IRDO, Inštitut za razvoj družbene odgovornosti, 2015. Str. 19-23. Zbirka Well-being. ISBN 978-961-93531-7-2. [COBISS.SI-ID [11916572](#)]
- ŠAROTAR ŽIŽEK, Simona, MULEJ, Matjaž. Sistem, sistemsko razmišljanje, teorija sistemov in dialektična teorija sistemov. V: ŠAROTAR ŽIŽEK, Simona, TREVEN, Sonja, MULEJ, Matjaž. *Osebnost celovitost človeka*. Maribor: IRDO, Inštitut za razvoj družbene odgovornosti, 2015. Str. 50-66. Zbirka Well-being. ISBN 978-961-93531-7-2. [COBISS.SI-ID [11917340](#)]
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- DRAPER, Karen, DE BONO, Casper. *Šest klobukov razmišljanja za šole in družine : vodič za učitelje, starše in vzgojitelje : otroke in mladostnike navdihuje, da razmišljajo samostojno : primerno za zelo različne starosti*. Ljubljana: UMNA, 2024. 96 str., ilustr. ISBN 978-961-07-2335-6. [COBISS.SI-ID [209623299](#)]
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Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 27. 2. 2025

| UČNI NAČRT PREDMETA / COURSE SYLLABUS |                           |
|---------------------------------------|---------------------------|
| <b>Predmet:</b>                       | Medkulturni menedžment    |
| <b>Course title:</b>                  | Cross-cultural Management |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                           | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje:<br>Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle:<br>Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni / Selective

**Univerzitetna koda predmeta / University course code:**

MKM

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Svitlana Buko

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Splošno srednješolsko znanje.

**Prerequisites:**

General secondary-school knowledge.

**Vsebina:**

1. Opredelitve glavnih kategorij medkulturnega menedžmenta
  - a. Multikulturna zavest - razumevanje, občutljivost (dojemljivost), spoštovanje zgodovine, vrednot, izkušenj, vedenjskih vzorcev, interakcij, ki vplivajo na razumevanje družbenih skupin, ki se razlikujejo po rasi, etnični pripadnosti, veri, družbeno-ekonomskem položaju in psiho-fizičnih lastnostih
  - b. Odsotnost ali pomanjkanje medkulturnih kompetenc pri sodobnih menedžerjih ni le družbeno nesprejemljivo, ampak lahko vodi v velike izgube in dolgoročno škodo v mednarodnem poslovanju
  - c. Razlika med kulturo multinacionalni družb (kot posebne podjetniške kulture) in regionalno/nacionalno kulturo;
  - d. Kulturni stereotipi, regionalne posplošitve in individualne lastnosti menedžerjev znotraj posameznih poslovnih kultur.

**Content (Syllabus outline):**

1. Determining the main categories of cross-cultural management
  - a. Multicultural awareness – understanding; sensitivity (perceptiveness), respect for history, values, experiences, behavioural patterns, interactions affecting the understanding of social groups that differ in terms of race, ethnicity, religion, socio-economic status, and psycho-physical characteristics
  - b. The absence or lack of cross-cultural competencies in modern managers is not only socially unacceptable but can lead to huge losses and long-term damage in international business
  - c. The difference between the culture of multinational corporations (as specific entrepreneurial cultures) and the regional/national culture
  - d. Cultural stereotypes, regional generalisations and individual characteristics of managers within individual business cultures

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>2. Glavne značilnosti pomembnejših poslovnih kultur v svetu:</p> <ol style="list-style-type: none"> <li>Skandinavske države, Nemčija, Avstrija, Švica;</li> <li>Velika Britanija, ZDA, Kanada, Avstralija;</li> <li>Francija, Italija, Španija, Portugalska, Grčija, Turčija;</li> <li>Srednja in JV Evropa</li> <li>Arabske države, Izrael, Bližnji in Srednji Vzhod (Magreb, Mašrek);</li> <li>Japonska, Kitajska, Indija, JV Azija;</li> <li>Rusija, Ukrajina, srednja Azija;</li> <li>Srednja in južna Amerika;</li> <li>Subsaharska Afrika.</li> </ol> <p>3. Uspešno komuniciranje v medkulturnem poslovnem kontekstu</p> <ol style="list-style-type: none"> <li>Vzpostavljanje prvih stikov</li> <li>Trgovsko sodelovanje</li> <li>Intenzivnejše, dolgoročno sodelovanje: prevzemi in skupne naložbe, skupno RR delo, idr.</li> </ol> <p>4. Medkulturni menedžment</p> <ol style="list-style-type: none"> <li>Strokovna priprava vodilnih menedžerjev</li> <li>Optimalna kadrovska politika</li> <li>Izobraževanje in strokovno usposobljenih vodilnih menedžerjev in ostalega osebja za delovanje v multikulturnih delovnih okoljih</li> <li>Vloga multikulturnega menedžerja v podjetju</li> <li>Medkulturni menedžment v razreševanju kriznih situacij</li> </ol> | <p>2. The main characteristics of the world's most important business cultures:</p> <ol style="list-style-type: none"> <li>Scandinavian countries, Germany, Austria, Switzerland;</li> <li>Great Britain, USA, Canada, Australia;</li> <li>France, Italy, Spain, Portugal, Greece, Turkey;</li> <li>Central and SE Europe;</li> <li>Arab countries, Israel, Near and Middle East (Maghreb, Mashreq);</li> <li>Japan, China, India, SE Asia;</li> <li>Russia, Ukraine, Central Asia;</li> <li>Central and South America;</li> <li>Sub-Saharan Africa</li> </ol> <p>3. Successful communication in a cross-cultural business context</p> <ol style="list-style-type: none"> <li>Establishing first contacts</li> <li>Trade cooperation</li> <li>Stronger, long-term cooperation: acquisitions and joint investments, joint R&amp;D, etc.</li> </ol> <p>4. Cross-cultural management</p> <ol style="list-style-type: none"> <li>Professional preparation of senior managers</li> <li>Optimal human resources policy</li> <li>Training and professional qualification of senior managers and other staff to work in multicultural working environments</li> <li>The role of a multicultural manager in a company</li> <li>Cross-cultural management in dealing with crisis situations</li> </ol> |
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#### Temeljni literatura in viri / Readings:

- Hofstede, G. J., Pedersen, P. B., Hofstede, G. (2006). Komuniciranje raziskovanje kulture, primeri, vaje in simulacije, Ljubljana: Družba Piano.
- Nisbett Richard E. (2009) The Geography of Thought, Simon & Schuster, New York.
- Gudykunst, W. B., Mody, B. International and intercultural communication, določene vsebine
- Managing cultural differences, določene vsebine

#### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- spoznali pojem kulture v kontekstu mednarodnega poslovanja;
- se seznanili z glavnimi značilnostmi arhetipov poslovnih kultur v sodobnem svetu;
- se seznanil z elementi multikulturnega menedžmenta in pridobi kompetence potrebne v različnih poslovnih kontekstih: upravljanje in produktivno delovanje v večnacionalnih delovnih teamih; medkulturni vidiki v prevzemih in združevanju podjetij ter pri naložbah v podjetjih, ki delujejo v drugih kulturah; mednarodno poslovanje (izvozno-uvozni posli, industrijska kooperacija, agentsko-zastopniški posli, skupno raziskovalno-razvojno delo, drugo);
- obvladali medkulturne vidike pri vzpostavljanju novih poslovnih stikov;
- obvladali medkulturne vidike pri poslovnih pogajanjih;

#### Objectives and competences:

During the course, students develop the following general and subject-specific competencies:

- learn about the concept of culture in the context of international business management,
- learn about the main characteristics of the archetypes of business cultures in the modern world,
- learn about elements of multicultural management and acquire the competencies required in different business contexts: governance and productive operation in multinational working groups; cross-cultural aspects in acquisitions and mergers and investments in enterprises operating in other cultures; international business (export-import, industrial co-operation, agent-brokerage deals, joint R&D, etc.),
- master cross-cultural aspects in establishing new business contacts,
- master cross-cultural aspects in business negotiations,
- gain insight into sources of information on the world's main business cultures,

- dobili vpogled v informacijske vire o glavnih poslovnih kulturah v svetu.
- razumeli multikulture in specifične poslovanja v medkulturnem kontekstu;
- sposobnosti vzpostavljanja poslovnih stikov s predstavniki glavnih poslovnih kultur v sodobnem svetu;
- sposobnosti sodelovati v multikulturnem delovnem timu v lastnem podjetju, ali na ravni mednarodnega poslovanja.
- razvijati pozitivnega odnosa do dela in odgovornost

#### **Predvideni študijski rezultati:**

##### **Znanje in razumevanje:**

Študent/-ka bo:

- obnovil osnove menedžmenta in ga apliciral v medkulturno okolje
- ozavestil razlike v okviru medkulturnega menedžmenta
- spoznal razlike med kulturo multinacionalnih družb ter regionalnih družb
- poznal stereotipe znotraj posameznih poslovnih kultur
- spoznal značilnosti posameznega kulturnega okolja
- znal posebnosti posebnega kulturnega okolja aplicirati v poslovanje
- pridobil občutek za poslovanje v posameznem kulturnem okolju
- znal na primeren način vzpostavljati in vzdrževati stike s podjetji nekega določenega kulturnega okolja
- poznal načine trgovskega sodelovanja
- poznal značilnosti prevzemov, skupnih naložb ter skupnega razvojno-raziskovalnega dela
- znal način dela v Sloveniji primerno prilagoditi novemu kulturnemu okolju
- spoznal vlogo multikulturnega menedžerja
- poznal naloge menedžerja in ostalega osebja za delovanje v medkulturnem delovnem okolju

#### **Metode poučevanja in učenja:**

**Frontalno delo:** predavanja z aktivno udeležbo

študentov (razlaga, diskusija, reševanje primerov)

**Sodelovalno skupinsko delo:** seminarske vaje (projektno delo, timsko delo)

**Individualno delo:** individualne aktivnosti (naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki)

**Študij v virtualnem okolju:** sodelovalne in individualne aktivnosti (naloge, forum, klepetalnica, študij gradiva)

Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z

- understand multiculturalism and the specifics of doing business in a cross-cultural context,
- are able to establish business contacts with representatives of the main business cultures in the modern world,
- are able to cooperate in a multicultural work team in their own company or at the level of international business,
- develop a positive attitude towards work and responsibility.

#### **Intended learning outcomes:**

##### **Knowledge and understanding:**

The students will:

- consolidate the basics of management and apply it to a cross-cultural environment,
- become aware of differences in the context of cross-cultural management,
- discover the differences between the cultures of multinational corporations and regional companies,
- be familiar with stereotypes within individual business cultures,
- discover the characteristics of individual cultural environments,
- be able to apply the specifics of a cultural environment to business,
- gain a sense of doing business in a particular cultural environment,
- be able to establish and maintain contacts with businesses in a specific cultural environment in an appropriate manner,
- be familiar with ways of trade cooperation,
- have the knowledge of the characteristics of acquisitions, joint investment and joint research and development,
- be able to appropriately adapt the work methods in Slovenia to the new cultural environment,
- learn about the role of a multicultural manager,
- know the duties of a manager and other staff to work in a cross-cultural work environment.

#### **Learning and teaching methods:**

**Frontal instruction:** lectures with active participation of students (explanation, discussion, problem-solving)

**Collaborative teamwork:** tutorial (project work, teamwork)

**Individual work:** individual activities (assignments, study of literature and resources, research and development work, reflection, self-assessment, public speaking, papers)

**Studying in the virtual environment:** collaborative and individual activities (assignments, forum, chat room, studying the material)

The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with

učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

effective teaching and learning approaches within the virtual learning environment.

Delež (v %) /

Weight (in %)

**Načini ocenjevanja:**

**Assessment:**

|                                                  |    |                                        |
|--------------------------------------------------|----|----------------------------------------|
| <u>Sprotno preverjanje in ocenjevanje znanja</u> |    | <u>Continuous knowledge assessment</u> |
| ▪ Krajši pisni izdelki                           | 50 | ▪ Shorter written assignments          |
| ▪ Daljši pisni izdelki                           | 40 | ▪ Longer written assignments           |
| ▪ Javni nastop s predstavitvijo rezultatov       | 10 | ▪ Public presentation of results       |
| <u>Končno preverjanje in ocenjevanje znanja</u>  |    | <u>Final knowledge assessment</u>      |
| ▪ Projektna naloga                               | 60 | ▪ Project assignment                   |
| ▪ Pisni izpit                                    | 40 | ▪ Written exam                         |

**Reference nosilca / Lecturer's references:**

- BUKO, Svitlana, SELVELLI, Giustina. A case study of the collaborative design of business curriculum on the Slovenian-Italian border for intercultural management adult students = Študija primera o sodelovalnem oblikovanju poslovnega kurikuluma na slovensko-italijanski meji za študente medkulturnega managementa v izobraževanju odraslih. *Mednarodno inovativno poslovanje : strokovno-znanstvena revija za področje poslovanja in poslovnega izobraževanja*. 2025, letn. 17, št. 1, 17 str. ISSN 1855-6175. <https://journal.doba.si/OJS/index.php/jimb/article/view/379/366>, Digitalna knjižnica Slovenije - dLib.si, DOI: [10.32015/JIBM.2025.17.1.10](https://doi.org/10.32015/JIBM.2025.17.1.10). [COBISS.SI-ID [242452227](https://cobiss.si/record/242452227)]
- BUKO, Svitlana. Increasing commitment in the intercultural virtual team through the internal corporate. V: AŠANIN GOLE, Pedja (ur.), VUKASOVIČ, Tina (ur.). *The future of global business and marketing: how will smart companies deal with challenges and opportunities? : reviewed extended abstracts of the 10th International Scientific Conference of the Doba Business School*. Free electronic ed. Maribor: Doba Business School: = Doba Fakulteta za uporabne poslovne in družbene študije, 2020. Str. 155-157. Book collection Lessons from economic and applied business and social studies. ISBN 978-961-7061-08-6. <https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije>. [COBISS.SI-ID [107352067](https://cobiss.si/record/107352067)]
- BUKO, Svitlana. Chronicles of the living borders : shared urban space of Goricia (IT) and Nova Gorica (SLO). V: WILLE, Christian (ur.), KANESU, Rebekka (ur.). *Bordering in pandemic times: insights into the COVID-19 lockdown : thematic issue*. 4/2020. Spletna izd. Luxemburg: University of Luxemburg & Trier University, 2020. Str. 53-55. Borders in perspective, 4. ISSN 0000-0000. [https://ubt.opus.hbz-nrw.de/opus45-ubtr/frontdoor/deliver/index/docId/1428/file/UniGR-CBS\\_Borders+in+Perspective\\_thematic+issue\\_Vol.+4.pdf](https://ubt.opus.hbz-nrw.de/opus45-ubtr/frontdoor/deliver/index/docId/1428/file/UniGR-CBS_Borders+in+Perspective_thematic+issue_Vol.+4.pdf). [COBISS.SI-ID [109650947](https://cobiss.si/record/109650947)]
- BUKO, Svitlana. *Exploring the value of cross-border business curricula: a case study of collaborative design on the Italian-Slovenian border for the MA level program in intercultural management : presented at the Annual Conference of the International Association of Cross-Cultural Competence and Management (IACCM), "Responsible Management: Social Sustainability, Diversity and Inclusion" Napoli, Italy, 26-27 October 2023*. [COBISS.SI-ID [171040771](https://cobiss.si/record/171040771)]
- BUKO, Svitlana, KNAPPITSCH, Eithne. *Developing intercultural and digital competencies for young professionals in the collaborative virtual cross-border teams : predstavitev na International Conference on Territorial and Inter-Organizational Cooperation 2021, 22-24 September 2021, Brenna, Poland*. <https://wsb.edu.pl/international-conference-on-territorial-and-inter-organizational-cooperation-2021/keynote-speakers>. [COBISS.SI-ID [107329283](https://cobiss.si/record/107329283)]
- KNAPPITSCH, Eithne, BUKO, Svitlana. *Experiential learning in virtual intercultural teams: case of Austrian-Slovenian cross-border COIL laboratory : predstavitev na Midterm Conference of ESA: European Sociological Association RN36 (online) "In search of new dimensions of social transformations" March 26-27, 2021, Prague, Czech Republic*. <https://www.soc.cas.cz/en/midterm-conference-esa-rn36-search-new-dimensions-social-transformations>. [COBISS.SI-ID [107337475](https://cobiss.si/record/107337475)]
- BUKO, Svitlana. *Cross-cultural encounters in project management: Slovenian case study : presented at the 9th Slovenian Social Science Conference on "Social Transformations: The Global and the Local", Ljubljana, 21. - 23. sept. 2017*. <http://www.fuds.si/sites/default/files/priloge-aktualnosti/programm.pdf>. [COBISS.SI-ID [512999472](https://cobiss.si/record/512999472)]

- BUKO, Svitlana, KNAPPITSCH, Eithne. *Cross-border Challenge: Transforming a 24-hour field study tour into a hackathon: Slovenia, Austria, Italia : sodelovanje na Intercultural learning and inclusive teaching for the new virtual paradigm (Virtual ICL)*, June 26, 2020, organized by Assessment and Research (CILMAR) Purdue University, SEITAR USA, and SIETAR Europa, online. [COBISS.SI-ID [107343107](#)]
- ŽURAN, Jasmina. *Chinese SMES in Slovenia = Kitajska MSP v Sloveniji : perceptions of drivers and barriers inside business operations in cross-cultural settings in the country = dožemanje gonilnikov in ovir znotraj poslovanja v medkulturnem okolju v državi : magistrska naloga*. Ljubljana: [J. Žuran], 2021. 68 str., [17] str. pril., ilustr. [COBISS.SI-ID [80230915](#)]
- PETAN, Mojca. *The perception of the staff about the impact of the cross-cultural differences (Belgium, Russia, Slovenia, and the USA) on the non-verbal communication in an international company during the on-site business meetings : master's thesis*. Maribor: [M. Petan], 2020. 1 spletni vir (1 datoteka PDF (82 str.)), ilustr. <http://www.doba.si/diplome/>. [COBISS.SI-ID [43722755](#)]

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## UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                     |
|----------------------|---------------------|
| <b>Predmet:</b>      | Menedžment dogodkov |
| <b>Course title:</b> | Event Management    |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                        | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni / Selective

**Univerzitetna koda predmeta / University course code:**

MDO

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

mag. Natalie Cviki Postružnik

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Splošno srednješolsko znanje.

**Prerequisites:**

General secondary-school knowledge.

**Vsebina:**

- Uvod v menedžment dogodkov  
Definicija menedžmenta dogodkov, okvir predmeta, cilji predmeta
- Vrste dogodkov  
Po obliki, Po ciljni skupini, Po interesih/namenih, Poslovni protokol, Naloge, aktivnosti, Poslovna etika in etiketa
- Načrtovanje in priprava scenarija dogodka  
Načrt aktivnosti: študija primernosti; postavljanje ciljev in nalog; organizacijska shema poteka dogodka; sestava pravil; zbiranje podatkov; izbira sodelavcev; sklepanje dogovorov in pogodb; izogibanje težavam in koordinacija; oblikovanje in predstavitev predloga.
- Načrtovanje in pridobivanje potrebnih sredstev  
Finančni načrt, analiza stroškov; določanje nagradnega sklada; pridobivanje sredstev, sponzorstev (priprava načrta iskanja sponzorstev, mreženje,...)

**Content (Syllabus outline):**

- Introduction to event management  
Definition of event management, framework of the course, course objectives
- Event types  
According to form, According to target group, According to interests/purposes, Business protocol, Tasks, activities  
Business ethics and etiquette
- Event scenarios planning and preparation  
Activity plan: suitability study, determining objectives and tasks; Organisational scheme of the event; compiling rules; data collection; Selection of associates; concluding agreements and contracts; avoiding problems and coordination; design and presentation of the proposal
- Resource planning and acquisition

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| <p>5. Koordinacija dogodka<br/>Oblikovanje kreativnih elementov; terminsko usklajevanje aktivnosti; razporeditev lokacij in nadzor; spremljanje in analiza prijav in prihodov (domačih in tujih gostov); zagotavljanje varnosti; protokol; koordinacija govornikov in drugih aktivnost za maksimalni učinek; zagotavljanje hrane in pijače; zagotavljanje potrebnih materialov; delo z VIP gosti</p> <p>6. Odključnica</p> <p>7. Hibridni, on line in »v živo« dogodki – posebnosti, komplementarnost</p> <p>8. Marketing dogodka<br/>Marketinška strategija dogodka; priprava marketinškega načrta; določitev ključnih promocijski sporočil in aktivnosti, pošiljanje vabil; določitev in razporejanje potrebnih sredstev; publiciranje dogodka; merchandising; embalaža in pospeševanje prodaje; oblikovanje strategijo PR; spremljava tržnih raziskav; metode merjenja tržnih aktivnosti.</p> <p>9. Korporacijski menedžment dogodkov<br/>Integrirani korporacijski dogodki; organizacija lokalnih in globalnih dogodkov; tipični dogodki; dogodki kot korporacijski motivatorji; vodenje pomembnih korporacijskih dogodkov; razvoj korporacijskih dogodkov; organizacija nastanitev; pogajana glede stroškov in prihodkov; menedžment stroškov.</p> <p>10. Odnosi z javnostmi<br/>Sponsorji; Interno komuniciranje; Imidž; tisk in poročanje; odnosi s strankami; najem in dogovori s fotografi; dostava potrebnih materialov medijem (tisk, radio, TV, internet); organizacija seminarjev, razstav, interna glasila in obvestila, brošure, posebne izdaje</p> <p>11. Vrednotenje uspešnosti ter merjenje učinkovitosti dogodka<br/>Tehnike vmesnega in končnega vrednotenja in nadzora, priprava končnega poročila</p> <p>12. Sponzorstvo<br/>definicija osnovnih pojmov o sponzorstvu; umestitev v širši kontekst in pregled aktualnih trendov glede sponzorstev; pregled značilnost sponzorstev; cilji sponzorstva (s strani sponzorja); strategija sponzorstva (s strani sponzorja); kako se umestiti v sponzorsko strategijo (s strani sponzoriranca); oblikovanje sponzorske ponudbe (s strani sponzoriranca); priprava na pogajanja (s strani sponzoriranca); osnovni pregled vsebin in pomena pogodbe o sponzorstvu; oblikovanje dolgotrajnih in kakovostnih odnosov s sponzorji.</p> | <p>Financial plan, cost analysis; Determining the prize pool; Acquiring resources and sponsorships (preparation of the sponsor acquisition plan, networking, etc.)</p> <p>5. Event coordination<br/>Designing creative elements. harmonisation of the schedule of activities, distribution of locations and supervision; Monitoring and analysis of registrations and arrivals (national and international guests); Ensuring security; protocol; coordinating speakers and other activities for maximum effect; ensuring food and beverages; ensuring the required materials; Working with VIP guests</p> <p>6. Checklist</p> <p>7. Hybrid, online and live events – special characteristics, complementarity</p> <p>8. Event marketing<br/>Marketing strategy of the event; Preparation of the marketing plan; identification of the key promotional messages and activities, sending invitations; identifying and allocating the necessary resources; publicising the event, Merchandising; packaging and sales promotion; framing the PR strategy; Monitoring market surveys; methods of measuring market activities</p> <p>9. Corporate event management<br/>Integrated corporate events; organisation of local and global events; typical events; Events as corporate motivators; managing major corporate events; development of corporate developments; organisation of accommodation; Negotiating costs and revenue; cost management</p> <p>10. Public relations<br/>Sponsors; Internal communication, image; Press and debriefing; customer relations; Hiring and agreements with photographers; Delivery of the necessary materials to the media (press, radio, TV, Internet); Organisation of seminars, exhibitions, in-house newsletters and notifications, brochures, special editions</p> <p>11. Evaluation of effectiveness and measurement of the effectiveness of the event<br/>Techniques of interim and final assessment and control, preparation of the final report</p> <p>12. Sponsorship<br/>Definition of the basic concepts in sponsorship; Positioning in the broader context and an overview of the current trends in sponsorship; Overview of characteristics of sponsorships; Sponsorship objectives (for the sponsor); Sponsorship strategy (for the sponsor); How to align oneself with the sponsorship strategy (for the sponsored party); Preparing a sponsorship request (for the sponsored party); Preparing for negotiations (for the sponsored party); Basic overview of the content and importance of the sponsorship agreement; Forming long-term and quality relationships with sponsors</p> |
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## Temeljni literatura in viri / Readings:

- 2023 Event Trends Guide
- Bizzabo. 2023. The Events Industry's Top Marketing Statistics, Trends, and Dana
- Bizzabo. 2022. Creative Strategies for Event Sponsorship in the Modern Events Era
- Novak Ž. & al (2009) Dogodek od A do Ž, Ljubljana, Planet GV.
- Benedetti, K. (2009). Protokol – simfonija forme«. Planet GV. (knjiga v e obliki ni dostopna)
- Knez, M., Postružnik, N. v Serajnik Sraka, N. (ur.) (2005) Priročnik PR šole, Ljubljana, Slovensko društvo za odnose z javnostmi.
- Postružnik, N. (2010) Dogodki na hitro.
- Jezeršek Turnes, J. (2009) *Uspešne sponzorske strategije*. Planet GV.

### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- razumevanje pomena organiziranja poslovnih dogodkov v nacionalnem in mednarodnem prostoru
- sposobnost opredelitve osnovnih značilnosti dogodka v smislu razlikovanja družabnih in poslovnih dogodkov ter njihove uporabnosti v tržno-komunikacijskem spletu
- obvladovanje poslovnega bontona in protokola posameznega dogodka
- usposobljeni za kreativno razmišljanje za uspešno in učinkovito implementacijo dogodka v komunikacijskih načrtih za svoje deležnike
- razumevanje koncepta poslovnega dogodka, njegovega vpliva na uspešnost upravljanja odnosov z deležniki in sposobnost njegove implementacije v komunikacijski splet,
- obvladovanje kompleksnosti organizacije dogodka in nujnih sestavnih elementov organizacijskega načrta (team, finance, vsebina ...) ter sposobnost kritične presoje pri vsebinski in praktični zasnovi ter izvedbi
- poznali pomen kreativnega snovanja dogodkov in predstavitve projektne zasnove, kot tudi poteka projekta
- usposobljeni za upravljanje s sponzorstvi in komuniciranje z različnimi ciljnim skupinami, povezanimi z dogodki
- razvili sposobnost razmišljanja, kritične analize uspešnosti in situacijske orientacije pri organizaciji dogodkov ter hitrega sprejemanja odločitev

### Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka bo:

- znal razložiti temeljne pojme, razumel povezanost in kompleksnost predmeta
- poznal specifične posameznega dogodka in ga znal glede na njegove specifične pripraviti
- obvladal poslovni protokol in ga izvajal glede na posamezno vrsto dogodka
- znal napraviti analizo predvidenih stroškov, izdelati finančni načrt,
- usposobljen za oceno, izdelavo načrta pridobivanja sponzorjev in iskanja le-teh

### Objectives and competences:

During the course, students develop the following general and subject-specific competencies:

- understanding of the importance of organising business events in national and international contexts,
- the ability to identify the basic features of an event in terms of distinguishing between social and business events and their usefulness in the marketing and communication mix,
- mastery of business etiquette and protocol of individual events,
- trained in creative thinking for effective and efficient implementation of an event in communication plans for their stakeholders,
- understanding of the concept of a business event and its effect on successful management of stakeholder relations and the ability of its implementation in the communication mix,
- mastery of the complexity of the organisation of an event and the necessary elements of the organisational plan (team, finance, content, etc.) and the ability to critically assess content and the practical design and implementation,
- familiarity with the importance of creative design of events and presentation of the project design, as well as project progress,
- trained to manage sponsors and communicate with different target groups related to events,
- develop the ability to think, critically analyse performance and situational orientation in organising events and rapid decision-making.

### Intended learning outcomes:

Knowledge and understanding:

The students will:

- be able to explain the fundamental concepts, understand the link and complexity of the course,
- be familiar with the specifics of individual events and be able to prepare it in accordance with its specifics,
- master business protocol and implement it according to the type of event,
- be able to analyse the estimated costs and draw up a financial plan,
- be qualified to assess and develop a sponsorship plan and search for sponsors,

- znal voditi evidenco opravil/nalog ipd., ki so potrebni za uspešno zasnovo, pripravo, organizacijo in izvedbo dogodka in jo pripraviti za konkretni primer dogodka

- be able to keep records of the tasks/assignments etc. necessary for the successful design, preparation, organisation and implementation of an event and prepare it for a specific event.

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)  
**Sodelovalno skupinsko delo:** seminarske vaje (projektno delo, timsko delo)  
**Individualno delo:** individualne aktivnosti (naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki)  
**Študij v virtualnem okolju:** sodelovalne in individualne aktivnosti (naloge, forum, klepetalnica, študij gradiva)  
**Sodelovanje gostujočega predavatelja**

Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

#### Learning and teaching methods:

**Frontal instruction:** lectures with active participation of students (explanation, discussion, problem-solving)  
**Collaborative teamwork:** tutorial (project work, teamwork)  
**Individual work:** individual activities (assignments, study of literature and resources, research and development work, reflection, self-assessment, public speaking, papers)  
**Studying in the virtual environment:** collaborative and individual activities (assignments, forum, chat room, studying the material)  
**Visiting lecturer**

The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within the virtual learning environment.

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

#### Assessment:

| Način (pisni izpit, ustno izpraševanje, naloge, projekt): |       | Type (examination, oral, coursework, project): |
|-----------------------------------------------------------|-------|------------------------------------------------|
| <u>Sprotno preverjanje in ocenjevanje znanja</u>          |       | <u>Continuous knowledge assessment</u>         |
| ▪ Krajši pisni izdelki                                    | 5 %   | ▪ Shorter written assignments                  |
| ▪ Daljši pisni izdelki                                    | 75 %  | ▪ Longer written assignments                   |
| ▪ Sprotno ustno ocenjevanje                               |       | ▪ Continuous oral assessment                   |
| ▪ Javni nastop s predstavitvijo rezultatov                | 20 %  | ▪ Public presentation of results               |
| <u>Končno preverjanje in ocenjevanje znanja</u>           |       | <u>Final knowledge assessment</u>              |
| ▪ Pisni izpit                                             | 100 % | ▪ Written exam                                 |
| ▪ Projektna naloga                                        |       | ▪ Project assignment                           |

#### Reference nosilca / Lecturer's references:

- CVIKL POSTRUŽNIK, Natalie. Vzorci naši vsakdanji. *HR&M : strokovna revija za področje razvoja organizacij in vodenja ljudi pri delu*. [Tiskana izd.]. avg./sep. 2017, letn. 3, št. 11, str. 62-64. ISSN 2463-9443. [COBISS.SI-ID [65405538](#)]
- CVIKL POSTRUŽNIK, Natalie, LESAR, Nina. Coaching as a communication management tool in the times of crisis in the responsible society = Coaching kot orodje odnosov z javnostmi v odgovorni družbi. V: HRAST, Anita (ur.), MULEJ, Matjaž (ur.), PERKO, Igor (ur.). *Social responsibility : development, applications and impact measurement : conference proceedings = Družbena odgovornost : razvoj, uporaba in merjenje vpliva : zbornik prispevkov*. Elektronska izd. Maribor: Inštitut za razvoj družbene odgovornosti - (IRDO), 2019. [13] str. Zbirka Družbena odgovornost. ISBN 978-961-94514-5-8. <http://www.irdo.si/irdo2019/referati/c-2-postruznik.pdf>. [COBISS.SI-ID [513085744](#)]
- CVIKL POSTRUŽNIK, Natalie, MORETTI, Melita. Zaupanje kot posledica delovanja marketinške kulture. V: *19. dnevi slovenskega zavarovalništva, Portorož, 31. maj in 1. junij 2012*. Ljubljana: Slovensko zavarovalno združenje = Slovenian Insurance Association, 2012. Str. 47-66, graf. prikazi, tabele. ISBN 978-961-6593-29-8. [COBISS.SI-ID [4367063](#)]
- CVIKL POSTRUŽNIK, Natalie, KOVAČEVSKI, Dimitar, ÖZKOYUNCU, Fatih. Marketing communication in the world of chaos. V: AŠANIN GOLE, Pedja (ur.), ANDONOV, Dejan. *Linking business and communication : from a sparkle to a flame*. Maribor: Doba Business School, 2018. Str. 87-108. Book collection Lessons from economic and applied business and social studies. ISBN 978-961-6818-56-8. [COBISS.SI-ID [513022512](#)]

- CVIKL POSTRUŽNIK, Natalie. Javno nastopanje (retorika) in odnosi z mediji. V: HRAST, Anita (ur.), et al. *Model M Slovenija : karierno usposabljanje, zaposlovanje in podjetništvo za mlade : strokovne podlage* 2016. 1. izd. Maribor: IRDO - Inštitut za razvoj družbene odgovornosti, 2017. Str. [1-15]. ISBN 978-961-93815-5-7. <http://www.irdo.si/modelm/>. [COBISS.SI-ID [512997680](#)]
- CVIKL POSTRUŽNIK, Natalie. Emocionomika : Dan Hill: Emotionomics, Kogan Page, London in Philadelphia, 2009. *Piar na kvadrat*. mar. 2009, št. 9, str. 37, ilustr. ISSN 1855-1327. [COBISS.SI-ID [512488240](#)]
- CVIKL POSTRUŽNIK, Natalie (intervjuvanec). Zaupaj svoji intuiciji – in ji sledi. *IRDO Mozaik : prve slovenske družbeno odgovorne novice*. apr. 2025, letn. 18, št. 4, str. 21-26. ISSN 2712-5629. [https://www.irdo.si/wp-content/uploads/2025/06/2025-IRDO-MOZAIK\\_april\\_-st\\_-4-XVIII\\_-30\\_-4\\_-2025.pdf](https://www.irdo.si/wp-content/uploads/2025/06/2025-IRDO-MOZAIK_april_-st_-4-XVIII_-30_-4_-2025.pdf). [COBISS.SI-ID [240533763](#)]
- KLOPČIČ, Sonja, CVIKL POSTRUŽNIK, Natalie. *Zgodbe za pogum in navdih : nauki iz življenja 44 voditeljic in voditeljev o samozavesti, ambiciji, odgovornosti in sodelovanju*. Brežice: Primus, 2025. 190 str. Zbirka Avtorji. ISBN 978-961-7224-43-6. [COBISS.SI-ID [218301443](#)]
- CVIKL POSTRUŽNIK, Natalie (avtor, urednik), BRANK, Bojan, BREČKO, Daniela, PERVANJE, Milena, PODRŽAJ, Mojca, ŠMUC, Sonja, ŠPILER BOŽIČ, Ksenija. *Vključi.vse : model 6. Priročnik*. Ljubljana: Združenje Manager, 2015. 31 str., ilustr. ISBN 978-961-91079-5-9. [COBISS.SI-ID [279817472](#)]
- CVIKL POSTRUŽNIK, Natalie. *Female leadership and communications skills : online predavanje na Business Leadership Forum, 4th January 2025, Češka - online*. [COBISS.SI-ID [222465027](#)]
- CVIKL POSTRUŽNIK, Natalie. *Emotional intelligence as a tool for better/more efficient leadership : online predavanje z delavnico za WorldChicago, Young Transatlantic Innovation Leaders Initiative (YTILI), 13. 7. 2023, Chicago - online*. [COBISS.SI-ID [222435075](#)]
- CVIKL POSTRUŽNIK, Natalie. *How to create a personal brand through marketing, communications and sustainability : online predavanje na LinkedIn profilu Noi Ha Nguyen's Post, 19. feb. 2023*. [https://www.linkedin.com/posts/nguyennoiha\\_insightssharing-stories-of-natalie-cvikl-activity-7034706600435089408-Xxaf/](https://www.linkedin.com/posts/nguyennoiha_insightssharing-stories-of-natalie-cvikl-activity-7034706600435089408-Xxaf/). [COBISS.SI-ID [222458627](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 11. 1. 2026

| UČNI NAČRT PREDMETA / COURSE SYLLABUS |                |
|---------------------------------------|----------------|
| <b>Predmet:</b>                       | Nevromarketing |
| <b>Course title:</b>                  | Neuromarketing |

| Študijski program in stopnja<br>Study programme and level                                                                                                   | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje:<br>Menedžment; Menedžment v sodobnem poslovanju; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Management in Social and Education Sector; Applied Psychology                 | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

izbirni/selective

**Univerzitetna koda predmeta / University course code:**

NMA

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | /                | /                     | /                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Anida Rajapakse

**Jeziki /**

**Languages:**

**Predavanja / Lectures:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

/

**Prerequisites:**

/

**Vsebina:**

**Content (Syllabus outline):**

1. Uvod v marketing: temeljni koncepti marketinga (npr. model 4P ali 7P), blagovna znamka, potrebe in vedenje potrošnikov.

2. Osnove psihologije trženja: percepcija in pozornost pri oglaševanju; emocionalni in kognitivni procesi, ki vplivajo na odločitve in nakupno vedenje potrošnikov (racionalni vs. intuitivni procesi, zavestni vs. nezavedni procesi, motivacija in odločanje potrošnikov, vloga spomina in učenja pri oblikovanju preferenc); socialni vplivi na potrošniške odločitve (konformnost, priporočila, družbeni dokazi).

3. Osnove in ključni principi nevromarketinga in kognitivne nevroznanosti: nevrofiziološke podlage, povezane z zaznavanjem, presojanjem in odločanjem potrošnikov).

4. Orodja in tehnike za raziskovanje in merjenje odzivov potrošnikov na dražljaje (eye-tracking, EEG, fMRI itd.).

5. Primerjava raziskovalnih orodij in tehnik kognitivne nevroznanosti s klasičnimi orodji in tehnikami

1. Introduction to marketing: fundamental concepts of marketing (e.g., the 4P or 7P model), branding, consumer needs and consumer behavior.

2. Basics of the psychology of marketing: perception and attention in advertising; emotional and cognitive processes influencing consumer decision-making and purchasing behavior (rational vs. intuitive processes, conscious vs. unconscious processes, consumer motivation and decision-making, the role of memory and learning in shaping preferences); social influences on consumer decisions (conformity, recommendations, social proof).

3. Fundamentals and key principles of neuromarketing and cognitive neuroscience: neurophysiological foundations related to consumer perception, judgment, and decision-making.

4. Tools and techniques for research and measurement of consumer responses to stimuli (eye-tracking, EEG, fMRI etc.)

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| <p>trženjskega raziskovanja (ankete, intervjuji, fokusne skupine).</p> <p>6. Uporaba spoznanj kognitivne nevrozanosti v marketingu (razvoj embalaže in pozicioniranje izdelkov v trgovini, priprava učinkovitih oglasov in sporočil, razvoj novih izdelkov itd.).</p> <p>7. Nevromarketing in etika.</p> | <p>5. The comparison of tools and techniques used in the discipline of cognitive neuroscience with the classical tools and techniques of market research (surveys, interviews, focus group discussions)</p> <p>6. The application of the findings of cognitive neuroscience in the field of marketing (packaging, shelf-display, setting-up efficient advertisements and messages, development of new products etc.)</p> <p>7. Neuromarketing and ethics</p> |
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#### Temeljni literatura in viri / Readings:

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| <p><u>Obvezna literatura:</u></p> <ol style="list-style-type: none"> <li>1. Jansson-Boyd, C. in Bright, P. (2023). Consumer Neuroscience: Theory and Application. Academic Press. Poglavlja 3-5, 9-11.</li> <li>2. Sadedil, S., Bozkurt, I., Uraltas, K., Tas, C., (2016) 'Comparison of Conventional Marketing Researches and Neuromarketing Researches in Regard to the Efficiency of Marketing Messages: "The Effects of Dissuasive Messages on the Cigarette Packages to Smoking Habits"', The Journal of Neurobehavioral Sciences, 3(3), pp. 101 – 109.</li> <li>3. Sola, H. M. (2021). How Neuroscience-Based research Methodologies Can Deliver new Insights to Marketers. International Journal of Social Science and Human Research, 04(10).</li> <li>4. Vukasovič, T. (2020). Koncepti sodobnega trženja. Pearson. Poglavlja 4,5,8.</li> </ol> <p><u>Priporočena literatura:</u></p> <ol style="list-style-type: none"> <li>1. Vlăsceanu, S. (2013). New directions in understanding the decision-making process: neuroeconomics and neuromarketing. Procedia - Social and Behavioral Sciences 127, 758 – 762</li> <li>2. Gani, M. O., Reza, Sh., Rabi, R., Reza, Sm., (2015) 'Neuromarketing: Methodologies of Marketing Science', Dosegljivo na: <a href="https://www.researchgate.net/publication/295919676_Neuromarketing_Methodologies_of_Marketing_Science">https://www.researchgate.net/publication/295919676_Neuromarketing_Methodologies_of_Marketing_Science</a></li> <li>3. Zoega Ramsoy, Thomas, (2014), Selected readings in consumer neuroscience &amp; neuromarketing. 2nd edition, (stran 25 – 43)</li> <li>4. Piórkowska, M, Wrobel, M. (2017) 'Basic Emotions', in Zeigler-Hill, V. and Shackelford, T. (eds.) Encyclopedia of Personality and Individual Differences. Springer International Publishing.</li> </ol> |
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#### Cilji in kompetence:

#### Objectives and competences:

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| <p>Splošne kompetence:</p> <ul style="list-style-type: none"> <li>▪ Razumevanje temeljnih zakonitosti človeškega mišljenja, čustvovanja in vedenja ter sposobnost analize, sinteze in implementacije rešitev za krepitev optimalnega funkcioniranja posameznikov, skupin in organizacij.</li> <li>▪ Sposobnost uporabe strokovnih znanj in spretnosti s področij psihologije in drugih sorodnih ved v praksi.</li> <li>▪ Kritično razmišljanje ter prizadevanje za kakovost in prevzemanje odgovornosti za lastno delo.</li> </ul> <p>Predmetno-specifične kompetence:</p> <ul style="list-style-type: none"> <li>▪ Celovito razumevanje kognitivnih in emocionalnih procesov, ki vplivajo na potrošniške odločitve, ter vpliv nevrozanosti na marketinške strategije.</li> <li>▪ Analiza in interpretacija nevrofizioloških podatkov ter uporaba teh spoznanj za oblikovanje učinkovitih marketinških kampanj.</li> </ul> | <p>General competencies:</p> <ul style="list-style-type: none"> <li>▪ Understanding the fundamental principles of human thinking, emotions, and behavior, along with the ability to analyze, synthesize, and implement solutions to enhance the optimal functioning of individuals, groups, and organizations.</li> <li>▪ Ability to apply professional knowledge and skills from the field of psychology and related disciplines in practice.</li> <li>▪ Critical thinking, commitment to quality, and taking responsibility for one's own work.</li> </ul> <p>Subject-specific competencies:</p> <ul style="list-style-type: none"> <li>▪ Comprehensive understanding of cognitive and emotional processes influencing consumer decisions and the impact of neuroscience on marketing strategies.</li> </ul> |
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| <ul style="list-style-type: none"> <li>▪ Poznavanje naprednih metod merjenja možganske aktivnosti (npr. EEG, fMRI) in razumevanje njihove uporabe pri raziskovanju potrošniških vedenj.</li> <li>▪ Sposobnost kritičnega vrednotenja etičnih dilem v nevromarketingu in odgovorne uporabe nevroznanstvenih tehnik.</li> <li>▪ Uporaba interdisciplinarnih znanj iz psihologije, nevroznanosti in marketinga za razvoj inovativnih marketinških strategij.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Analysis and interpretation of neurophysiological data and application of these insights to design effective marketing campaigns.</li> <li>▪ Knowledge of advanced methods for measuring brain activity (e.g., EEG, fMRI) and understanding their application in consumer behavior research.</li> <li>▪ Ability to critically evaluate ethical dilemmas in neuromarketing and responsibly use neuroscientific techniques.</li> <li>▪ Application of interdisciplinary knowledge from psychology, neuroscience, and marketing to develop innovative marketing strategies.</li> </ul> |
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#### Predvideni študijski rezultati:

#### Intended learning outcomes:

Znanje in razumevanje:

Po opravljenem predmetu bo študent:

- razumel kognitivne, čustvene in senzorične procese, ki vplivajo na vedenje potrošnikov, ter vlogo nevroznanosti pri oblikovanju marketinških sporočil;
- poznal napredne nevromarketingške tehnike, kot so EEG, fMRI, eye-tracking, in razumel njihovo uporabo pri raziskovanju potrošniških izkušenj;
- analiziral in interpretiral nevrofiziološke podatke za oblikovanje prilagojenih marketinških strategij;
- kritično ovrednotil etične dileme nevromarketinga in predlagal odgovorne pristope za uporabo nevroznanstvenih tehnik;
- uporabljal interdisciplinarna znanja za reševanje konkretnih marketinških izzivov ter načrtovanje inovativnih kampanj.

Knowledge and understanding:

Upon completing the course, the student will:

- Understand cognitive, emotional, and sensory processes influencing consumer behavior and the role of neuroscience in designing marketing messages;
- Be familiar with advanced neuromarketing techniques, such as EEG, fMRI, and eye-tracking, and understand their application in consumer experience research;
- Analyze and interpret neurophysiological data to design tailored marketing strategies;
- Critically evaluate ethical dilemmas in neuromarketing and propose responsible approaches for using neuroscientific techniques;
- Apply interdisciplinary knowledge to solve real-world marketing challenges and design innovative campaigns.

#### Metode poučevanja in učenja:

#### Learning and teaching methods:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)

**Timsko delo:** timsko delo v virtualnem učnem okolju, sovrstniška evaluacija

**Individualno delo:** naloge, študij literature in virov, pisni izdelki, delo v virtualnem učnem okolju

**Sodelovanje gostujočega predavatelja**

**Frontal lectures:** virtual lectures with active involvement of students (explanations, discussion, solving practical examples)

**Team work:** team work in virtual learning environment, peer evaluation

**Individual work:** assignments, literature review and in-depth study, written papers, usage of virtual learning environment

**Quest lecturer**

#### Načini ocenjevanja:

Delež (v %) /

#### Assessment:

Weight (in %)

| <u>Sprotno preverjanje in ocenjevanje znanja</u>                                                                                                                                                  |      | <u>Continuous knowledge assessment</u>                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Krajši pisni izdelki (kratki reflektivni zapisi (npr. etična dilema v uporabi nevromarketingških tehnik), analiziranje posnetih demonstracij)</li> </ul> | 40 % | <ul style="list-style-type: none"> <li>▪ Shorter written assignments (short reflective papers, e.g., ethical dilemmas in the use of neuromarketing techniques; analysis of recorded demonstrations)</li> </ul> |

|                                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>▪ Daljši pisni izdelki (analiza konkretne marketinške kampanje skozi vidik kognitivnih in čustvenih procesov potrošnika)</li> </ul> <p><u>Končno preverjanje in ocenjevanje znanja</u></p> | 60 %             | <ul style="list-style-type: none"> <li>▪ Longer written assignments (analysis of a specific marketing campaign from the perspective of consumers' cognitive and emotional processes)</li> </ul>                                                                        |
| <ul style="list-style-type: none"> <li>▪ Pisni izpit</li> <li>▪ Projektna naloga (kompleksna analiza konkretne marketinške kampanje skozi vidik kognitivnih in čustvenih procesov potrošnika)</li> </ul>                          | 70 %<br><br>30 % | <p><u>Final knowledge assessment</u></p> <ul style="list-style-type: none"> <li>▪ Written exam</li> <li>▪ Project assignment (comprehensive analysis of a specific marketing campaign from the perspective of consumers' cognitive and emotional processes)</li> </ul> |

**Reference nosilca / Lecturer's references:**

- MLADENović, Dušan, RAJAPAKSE, Anida, KOŽULJEVIĆ, Nikola, SHUKLA, Yupal. Search engine optimization (SEO) for digital marketers: exploring determinants of online search visibility for blood bank service. *Online information review : The international journal of digital information research and use*. 2022, vol. , iss. , [19] str., ilustr. ISSN 1468-4527. <https://www.emerald.com/insight/content/doi/10.1108/OIR-05-2022-0276/full/html>, DOI: [10.1108/OIR-05-2022-0276](https://doi.org/10.1108/OIR-05-2022-0276). [COBISS.SI-ID [145266691](https://cobiss.si/145266691)]
- MLADENović, Dušan, RAJAPAKSE, Anida, MILOJEVIĆ, Ivana. Motives for writing online reviews in post-vacation phase. *International journal of culture, tourism and hospitality research*. 2019, vol. 13, iss. 2, str. 244-256, ilustr. ISSN 1750-6182. <https://www.emerald.com/insight/content/doi/10.1108/IJCTHR-12-2018-0169/full/pdf?title=motives-for-writing-online-reviews-in-post-vacation-phase>, DOI: [10.1108/IJCTHR-12-2018-0169](https://doi.org/10.1108/IJCTHR-12-2018-0169). [COBISS.SI-ID [145446915](https://cobiss.si/145446915)]
- RAJAPAKSE, Anida, HUSIĆ-MEHMEDOVIĆ, Melika, KOŠTREBIĆ, Kemal. Can you see how it smells? : what eye tracking can tell us about the shelf management of luxury perfumes. *South East European journal of economics and business*. 2021, vol. 16, iss. 1, str. 93-106, ilustr. ISSN 2233-1999. <https://sciendo.com/article/10.2478/jeb-2021-0008>, DOI: [10.2478/jeb-2021-0008](https://doi.org/10.2478/jeb-2021-0008). [COBISS.SI-ID [144765699](https://cobiss.si/144765699)]
- RAJAPAKSE, Anida. *Interpretation of online consumer behaviour from the consumer neuroscience perspective : cross generational study*. 1st ed. Brno: Masarykova univerzita, 2019. 1 spletni vir (1 datoteka PDF (190 str.)), ilustr. ISBN 978-80-210-9110-8. <https://munispace.muni.cz/library/catalog/view/1157/3347/862-1/0#preview>, <https://doi.org/10.5817/CZ.MUNI.M210-9110-2018>, DOI: [10.5817/CZ.MUNI.M210-9110-2018](https://doi.org/10.5817/CZ.MUNI.M210-9110-2018). [COBISS.SI-ID [144662019](https://cobiss.si/144662019)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 2. 4. 2025

# UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                                            |
|----------------------|--------------------------------------------|
| <b>Predmet:</b>      | Odnosi z javnostmi in družbena odgovornost |
| <b>Course title:</b> | Public Relations and Social Responsibility |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                           | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje:<br>Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                    | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

izbirni/selective

**Univerzitetna koda predmeta / University course code:**

ODO

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | /                | /                     | /                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

mag. Natalie Cvikl Postružnik

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Splošno srednješolsko znanje.

**Prerequisites:**

General secondary school knowledge.

**Vsebina:**

- Družba, kultura in komuniciranje
  - posamezniki, skupine in poslovna kultura
  - déležniki in delničarji
  - vloga organizacij v družbi
  - družbena pričakovanja od organizacij (družbeno dovoljenje za delovanje)
  - komuniciranje, organizacija in družba
- Procesi odnosov z javnostmi
  - analiziranje in raziskovanje organizacijskega okolja/identificiranje problema/opredelitev namena in komunikacijskih ciljev/segmentacija javnosti
  - načrtovanje komunikacijskih programov
  - delovanje in komuniciranje
  - merjenje uspešnosti komunikacijskih programov, spremljanje in nadzorovanje rezultatov
- Etični vidiki odnosov z javnostmi
  - Vloga in pomen odnosov z javnostmi v organizacijah

**Content (Syllabus outline):**

- Society, culture, and communication
  - Individuals, groups, and business culture
  - Stakeholders and shareholders
  - The role of organizations in society
  - Societal expectations of organizations (social licence to operate)
  - Communication, organization, and society
- Public relations processes
  - Analyzing and researching the organizational environment / problem identification / definition of purpose and communication goals / segmentation of the public
  - Planning of communication programmes
  - Action and communication
  - Measuring the performance of communication programmes, monitoring and evaluating the results
- Ethical aspects of public relations
  - The role and importance of public relations in organizations

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| <ul style="list-style-type: none"> <li>b. vloga in pomen odnosov z javnostmi v družbi</li> <li>c. aktualno stanje v Sloveniji in EU</li> </ul>                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>b. The role and importance of public relations in society</li> <li>c. Current situation in Slovenia and the EU</li> </ul>                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>4. Odgovornost in družbena odgovornost               <ul style="list-style-type: none"> <li>a. Opredelitev pojmov</li> <li>b. Kategorije družbene odgovornosti</li> <li>c. Elementi in načela družbene odgovornosti podjetij</li> <li>d. Vloga praktikov s področja odnosov z javnostmi v družbeni odgovornosti</li> </ul> </li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>4. Accountability and social responsibility               <ul style="list-style-type: none"> <li>a. Definitions</li> <li>b. Categories of social responsibility</li> <li>c. Elements and principles of corporate social responsibility</li> <li>d. The role of public relations practitioners in social responsibility</li> </ul> </li> </ul>                                                                                                                  |
| <ul style="list-style-type: none"> <li>5. Integriranje družbenih pričakovanj v organizacijo               <ul style="list-style-type: none"> <li>a. Opredelitev temeljnih pojmov: trojna bilanca, družbeni dogovor, družbeno dovoljenje za delovanje</li> <li>b. Medsebojna razmerja in soodvisnost med organizacijami in njihovim okoljem</li> <li>c. Komuniciranje družbene odgovornosti: procesi, načini, pomen</li> <li>d. Upravljanje odnosov z deležniki</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>5. Integrate societal expectations into the organization               <ul style="list-style-type: none"> <li>a. Definition of basic concepts: triple balance sheet, social agreement, social licence to operate</li> <li>b. Interrelationships and interdependence between organizations and their environment</li> <li>c. Communicating social responsibility: processes, ways, meanings</li> <li>d. Stakeholder relations management</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>6. Institucionalizacija odnosov z javnostmi in družbene odgovornosti v organizacijah               <ul style="list-style-type: none"> <li>a. Odnosi z javnostmi kot procesni del družbene odgovornosti</li> <li>b. Regulativne, normativne in kognitivne institucije odnosov z javnostmi in družbene odgovornosti</li> <li>c. Vpetost odnosov z javnostmi in družbene odgovornosti v druge organizacijske funkcije</li> </ul> </li> </ul>      | <ul style="list-style-type: none"> <li>6. Institutionalization of public relations and social responsibility in organizations               <ul style="list-style-type: none"> <li>a. Public relations as a process part of social responsibility</li> <li>b. Regulatory, normative and cognitive institutions of public relations and social responsibility</li> <li>c. involvement of public relations and social responsibility in other organizational functions</li> </ul> </li> </ul>           |
| <ul style="list-style-type: none"> <li>7. Proces institucionalizacije odnosov z javnostmi in družbene odgovornosti v organizacijah</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>7. Processes of institutionalization of public relations and social responsibility in organizations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                |

#### Temeljni literatura in viri / Readings:

- Tkalac Verčič, A. (2020) Odnosi z javnostmi. FDV.
- Serajnik Sraka, N (ur.) (2005) Osnove odnosov z javnostmi - Priročnik PR šole, Ljubljana, Slovensko društvo za odnose z javnostmi.
- ISO standard 26.000 – slovenski izvod.
- Scott, M. D. (2013): The new Rules of Marketing and PR. (2015 ali kasneje)
- Zajc, B. in Avbreht, A. (2004) Pravni vidiki komuniciranja, Ljubljana, Finance.
- Slovensko društvo za odnose z javnostmi (2011) Kodeks etike PRSS, elektronski vir
- Kodeks novinarjev Slovenije
- Rawlins, Brad L.: Prioritizing Stakeholders for Public Relations
- Kaj je agenda 2030 in kaj so cilji trajnostnega razvoja
- Cilji trajnostnega razvoja
- Pregled izvajanja Agende 2030 v Sloveniji
- IRDO. Kaj je to družbena odgovornost. Vir: <https://www.irdo.si/o-druzbeni-odgovornosti/>
- Najboljše prakse DO 2022: <https://www.horus.si/zbornik-2022/predstavitev-finalistov.html>
- Najboljše prakse DO 2021: <https://www.horus.si/zbornik-2021/predstavitev-finalistov.html>
- Najboljše prakse DO 2020: <http://www.horus.si/zbornik2020/predstavitev-finalistov.html>
- Najboljše prakse DO 2019: <http://www.horus.si/zbornik-2019/predstavitev-finalistov.html>

#### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- spoznali in razumeli dinamično razmerje med posamezniki, (poslovnimi) organizacijami in družbo ter med organizacijami in njihovim notranjim in zunanjim okoljem;

#### Objectives and competences:

Students will acquire the following general and subject-specific competencies in the course:

- Get to know and understand the dynamic relationship between individuals, (business) organizations and society, and between organizations and their internal and external environment;

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| <ul style="list-style-type: none"> <li>- razumeli bodo pomen in vlogo odnosov z javnostmi in njihovo povezanost z vzpostavljanjem vzajemnih in koristnih odnosov znotraj organizacij in v družbi</li> <li>- spoznali in razumeli osnove odnosov z javnostmi</li> <li>- razumeli bodo koncepte »déležnikov«, »javnosti«, »trojne bilance«, »družbenega dogovora« in »družbenega dovoljenja za delo« ter njihove implementacije v praksi;</li> <li>- spoznali bodo povezavo med odnosi z javnostmi in družbeno odgovornostjo v kontekstu »družbenega dogovora« in »družbenega dovoljenja za delo«;</li> <li>- razumeli in prepoznali bodo načela družbene odgovornosti ter vključevanja déležnikov v poslovanje organizacij;</li> <li>- spoznali in razumeli etična načela v poslovanju (korporativno upravljanje) in odnosih z javnostmi tako, da jih bodo lahko implementirali v praksi;</li> <li>- razvili bodo kritično distanco ter analitične in raziskovalne zmožnosti za odkrivanje vzajemne povezanosti med organizacijami in njihovim okoljem ter komuniciranja družbene odgovornosti;</li> <li>- usposobili se bodo za prepoznavanje, načrtovanje in vrednotenje dejavnosti in pobud družbene odgovornosti v povezavi z odnosi z javnostmi.</li> </ul> | <ul style="list-style-type: none"> <li>- They will understand the importance and role of public relations and their connection with the establishment of mutual and useful relations within organizations and in society;</li> <li>- Get to know and understand the basics of public relations;</li> <li>- They will understand the concepts of "stakeholders", "public", "triple balance", "social agreement", and "social licence to operate" and their implementation in practice;</li> <li>- They will learn about the connection between public relations and social responsibility in the context of a "social agreement" and a "social licence to operate";</li> <li>- Understand and recognize the principles of social responsibility and the involvement of stakeholders in the operations of organizations;</li> <li>- Get to know and understand ethical principles in business (corporate governance) and public relations so that they can implement them in practice;</li> <li>- Will develop critical distance and analytical and research capabilities to discover the interconnectedness between organizations and their environment and to communicate social responsibility;</li> <li>- Will be able to identify, plan, and assess social responsibility activities in relation to public relations.</li> </ul> |
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#### **Predvideni študijski rezultati:**

Znanje in razumevanje:

Študent/-ka bo:

- razumel umeščenost svojega področja v širše družbene, kulturne in vrednotne kontekste ter na podlagi refleksije teh kontekstov sposoben oblikovanja intelektualno aktivnega in profiliranega odnosa do sveta
- se seznanil s temeljnimi pojmi o etiki, morali, odgovornosti in institucijah (vrednotah, normah, poslovnih običajih) v poslovnem svetu in razumel njihovo vlogo;
- usposobljen razumeti smisel in način implementacije družbene odgovornosti v načrtovanje in izvajanje odnosov z javnostmi na podlagi primerov dobre prakse;
- spoznal načela in elemente družbene ter načela komuniciranja družbene odgovornosti;
- v okviru upravljanja odnosov z javnostmi znal prepoznati in upoštevati interese/pričakovanja déležnikov organizacije, ne le v interesu delodajalca ampak v javnem interesu;
- razumel pomen vzajemno odgovornega odnos med organizacijo in njenim naravnim, poslovnim in fizičnim okoljem.

#### **Intended learning outcomes:**

Knowledge and understanding:

Students will:

- Understand the position of his / her field in the wider social, cultural and value contexts and, based on the reflection of these contexts, be able to form an intellectually active and profiled responsible attitude towards the world;
- Get acquainted with the basic concepts of ethics, morals, responsibilities, and institutions (values, norms, business customs) in the business world and understand their role;
- Be able to understand the meaning and manner of implementation of social responsibility in the planning and implementation of public relations on the basis of examples of good practice;
- Get acquainted with the principles and elements of social responsibility and the principles of communicating social responsibility;
- In the context of public relations management, be able to identify and take into account the interests / expectations of the organization's stakeholders, not only in the interest of the employer but also in the public interest;
- Understand the importance of a mutually responsible relationship between the organization and its natural, business and physical environment.

#### **Metode poučevanja in učenja:**

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)

#### **Learning and teaching methods:**

**Frontal instruction:** lectures with active participation of students (explanation, discussion, solving cases)

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| <p><b>Sodelovalno skupinsko delo:</b> seminarske vaje (projektno delo, timsko delo)</p> <p><b>Individualno delo:</b> individualne aktivnosti (naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki)</p> <p><b>Študij v virtualnem okolju:</b> sodelovalne in individualne aktivnosti (naloge, forum, klepetalnica, študij gradiva)</p> <p><b>Sodelovanje gostujočega predavatelja</b><br/>Opredeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.</p> | <p><b>Collaborative group work:</b> tutorials (project work, team work)</p> <p><b>Individual work:</b> individual activities (assignments, study of literature and resources, development and research work, reflection, self-assessment, public speaking, written products)</p> <p><b>Study in the virtual environment:</b> collaborative and individual activities (assignments, forum, chat room, study materials)</p> <p><b>Visiting lecturer</b><br/>The defined teaching and learning methods in distance learning are adequately supported by modern information and communication tools and complemented by effective approaches to teaching and learning in the virtual learning environment.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Načini ocenjevanja:                              | Delež (v %)<br>/Weight (in %) | Assessment:                            |
|--------------------------------------------------|-------------------------------|----------------------------------------|
| <u>Sprotno preverjanje in ocenjevanje znanja</u> |                               | <u>Continuous knowledge assessment</u> |
| ▪ Krajši pisni izdelki                           | 50 %                          | ▪ Shorter written assignments          |
| ▪ Daljši pisni izdelki                           | 50 %                          | ▪ Longer written assignments           |
| <u>Končno preverjanje in ocenjevanje znanja</u>  |                               | <u>Final knowledge assessment</u>      |
| ▪ Pisni izpit                                    | 60 %                          | ▪ Written exam                         |
| ▪ Drugo: Aplikativna seminarska naloga           | 40 %                          | ▪ Other: Applicative seminar paper     |

**Reference nosilca / Lecturer's references:**

- MORETTI, Melita, MORETTI, Adi, CVIKL POSTRUŽNIK, Natalie, ŠKOFIC, Primož. Mnenje učiteljev o vodenju šole in ravnateljev odnos do inovativnosti. *Management*. [Spletna izd.]. zima 2012, leto 7, št. 4, str. 331-349, 368, tabele. ISSN 1854-4231. [http://www.fm-kp.si/zalozba/ISSN/1854-4231/7\\_331-349.pdf](http://www.fm-kp.si/zalozba/ISSN/1854-4231/7_331-349.pdf), [Repozitorij Univerze na Primorskem - RUP](#), [Digitalna knjižnica Slovenije - dLib.si](#). [COBISS.SI-ID [4637655](#)]
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- CVIKL POSTRUŽNIK, Natalie (intervjuvanec). Zaupaj svoji intuiciji – in ji sledi. *IRDO Mozaik : prve slovenske družbeno odgovorne novice*. apr. 2025, letn. 18, št. 4, str. 21-26. ISSN 2712-5629. [https://www.irdo.si/wp-content/uploads/2025/06/2025-IRDO-MOZAIK\\_april\\_-st\\_-4-XVIII\\_-30\\_-4\\_-2025.pdf](https://www.irdo.si/wp-content/uploads/2025/06/2025-IRDO-MOZAIK_april_-st_-4-XVIII_-30_-4_-2025.pdf). [COBISS.SI-ID [240533763](#)]
- KLOPČIČ, Sonja, CVIKL POSTRUŽNIK, Natalie. *Zgodbe za pogum in navdih : nauki iz življenja 44 voditeljic in voditeljev o samozavesti, ambiciji, odgovornosti in sodelovanju*. Brežice: Primus, 2025. 190 str. Zbirka Avtorji. ISBN 978-961-7224-43-6. [COBISS.SI-ID [218301443](#)]
- CVIKL POSTRUŽNIK, Natalie. *Ozaveščanje, obveščanje različnih javnosti in spodbujanje k večji vključenosti v vseživljenjsko učenje : elaborat operacije in medijske kampanje Lahko.si*. Maribor: Insights d.o.o., 2023. 1 spletni vir (1 datoteka PDF (39 str.)). [COBISS.SI-ID [222213123](#)]
- CVIKL POSTRUŽNIK, Natalie. *Responsibility in post-crisis organizations: strategic shifts in internal communication : plenarno predavanje na 20th IRDO International Conference: INNOVATIVE, SUSTAINABLE & SOCIALLY RESPONSIBLE SOCIETY 2025: Personal responsibility as a part of social responsibility and sustainability, 11th-12th June, 2025, Slovenia, EU, ONLINE*. [COBISS.SI-ID [221301763](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 11. 1. 2026

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

|                      |                 |
|----------------------|-----------------|
| <b>Predmet:</b>      | Odnosi z mediji |
| <b>Course title:</b> | Media Relations |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                  | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Management in Social and Education Sector; Applied Psychology                                | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

OME

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

Drago Menegaliya

**Jeziki /**
**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**
**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Razumevanje koncepta odnosov z javnostmi in poznavanje osnovnih orodij odnosov z mediji.

**Vsebina:**

- Razumevanje medijev in odnosov z njimi
- Zakaj komunicirati z mediji
  - Šest medijskih resnic
  - Razlike in lastnosti medijev
  - Občinstvo množičnih medijev
  - Novinarski kriteriji objave novic
  - Kaj mediji potrebujejo, kaj novinarji cenijo
  - Lastnosti dobrega praktika odnosov z mediji
  - Mejna področja sodelovanja med novinarji in praktiki odnosov z mediji
- Struktura in uporaba orodij odnosov z mediji
- Adrema novinarjev
  - Sporočilo za javnost
  - Informativna in razlagalna gradiva
  - Novinarska mapa (press kit)
  - Osebna izkaznica organizacije
  - Govorci
  - Novinarske konference
  - Načrtovana publiciteta
  - Arhiv

**Prerequisites:**

Understanding the Concept of Public Relations and Knowledge of Basic Media Relations Tools

**Content (Syllabus outline):**

- Understanding the Media and Media Relations
- Why communicate with the media
  - Six media truths
  - Differences and characteristics of media
  - Mass media audiences
  - Journalistic criteria for news publication
  - What the media need and what journalists value
  - Qualities of a good media relations practitioner
  - Boundaries of collaboration between journalists and media relations professionals
- Structure and Use of Media Relations Tools
- Journalists' contact database
  - Press release
  - Informational and explanatory materials
  - Press kit
  - Organization's profile
  - Spokespersons
  - Press conferences
  - Planned publicity
  - Archives

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>○ Priročniki</li> <li>○ Spletno novinarsko središče</li> <li>○ Dogodki</li> <li>○ Spremljanje (kliping) in analiza medijskih objav</li> </ul> <p>Strateško upravljanje komuniciranja z mediji</p> <ul style="list-style-type: none"> <li>○ Vzpostavljanje funkcije odnosov z mediji</li> <li>○ Načrtovanje, izvajanje in merjenje reaktivnega (odzivnega) in proaktivnega (strateškega) komuniciranja z mediji</li> <li>○ Prvine dolgoročnega, kratkoročnega in projektnega medijskega načrta ter koraki načrtovanja</li> <li>○ Usklajenost medijskega komuniciranja z ostalimi funkcijami</li> </ul> <p>Oblike medijskega nastopanja:</p> <ul style="list-style-type: none"> <li>○ Klasične forme: izjava, intervju, neuradni pogovor (off-the-record brief)</li> <li>○ Kaj, kdaj in zakaj vas mediji potrebujejo – vsakemu mediju svoje</li> <li>○ Priprave na medijski nastop</li> <li>○ Zlata pravila medijskega nastopanja</li> <li>○ Pravica do popravka in odgovora</li> <li>○ Taktike v primeru negativnega prispevka</li> <li>○ Avtorizacija</li> </ul> | <ul style="list-style-type: none"> <li>○ Guides and manuals</li> <li>○ Online press center</li> <li>○ Events</li> <li>○ Media monitoring (clipping) and analysis</li> </ul> <p>Strategic Management of Media Communication</p> <ul style="list-style-type: none"> <li>○ Establishing the media relations function</li> <li>○ Planning, executing, and measuring reactive (responsive) and proactive (strategic) media communication</li> <li>○ Elements of long-term, short-term, and project-based media planning and planning steps</li> <li>○ Alignment of media communication with other organizational functions</li> </ul> <p>Forms of Media Engagement</p> <ul style="list-style-type: none"> <li>○ Traditional formats: statement, interview, off-the-record briefing</li> <li>○ What, when, and why the media need you – tailored approach for different media types</li> <li>○ Preparation for media appearances</li> <li>○ Golden rules of media engagement</li> <li>○ Right to correction and reply</li> <li>○ Tactics for handling negative media coverage</li> <li>○ Authorization</li> </ul> |
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#### Temeljni literatura in viri / Readings:

- Demeterffy Lančič, R. (2010). 'Novi mediji i odnosi s javnošću', *Medijske studije*, god. 1, br. 1-2, str. 157-170.
- Kalin Golob, M., Serajnik Sraka, N., Verčič, D. (2018). *Pisanje za odnose z javnostmi: temeljni žanri*. Ljubljana: Fakulteta za družbene vede, str. 20-35.
- Menegalijski, D. (2023). Spletna novinarska konferenca. Postkovidni razmisleki o prednostih in slabostih novih komunikacijskih orodij. Varnost 1/2023, januar-junij, str. 92-99.
- Merslavič, M. (2005). Odnosi z mediji. V: *Osnove odnosov z javnostmi : Priročnik PR šole*, ur. N. Serajnik Sraka. Ljubljana: Slovensko društvo za odnose z javnostmi, str. 14-23.
- Poler Kovačič, M. (2002). Vpliv odnosov z mediji na novinarski sporočevalni proces. *Teorija in praksa*, 5, 766-785 in/ali Poler Kovačič, M. (2005). Novinari i njihovi izvori: uloga odnosa s medijima pri upravljanju pristupa novinarskim objavama. *Medijska istraživanja* 11(1), 9-31.
- Serajnik Sraka, N. (2018). *Sporočila za javnost: od tradicionalnega k digitalnemu*. *Mednarodno inovativno poslovanje / Journal of Innovative Business and Management*, 10.
- Theaker, A. (2004). Odnosi z mediji. V *Priročnik za odnose z javnostmi* (str. 160-172). Ljubljana: GV Založba.
- Tkalc Verčič, A. (2020). *Odnosi z javnostmi* (str. 276-287, 378-409). Ljubljana: FDV in PRSS.
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- Verčič, D., & Tkalc Verčič, A. (2016). The new publicity: From reflexive to reflective mediatization. *Public Relations Review*, 42, 6-11.
- Zakon o medijih. Uradno prečiščeno besedilo (ZMed-UPB1), Uradni list RS, štev. 110/2006 z dne 26. 10. 2006.
- Zeilhofer, N. in Zajc, B. (2020). *Mediji v Sloveniji – tržni deleži in lastništvo*. Ljubljana: Državni zbor.
- Zerfass, A., Verčič, D., & Wiesenbergh, M. (2016). The dawn of a new golden age for media relations? How PR professionals interact with the mass media and use new collaboration practices. *Public Relations Review*, 42(4), 499-508.

#### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- poznali medijev, njihov ustroj in poslanstvo
- razumeli funkcije odnosov z mediji
- razvili odnose med predstavniki medijev in praktiki odnosov z mediji
- razumeli in pravilno uporabili orodja odnosov z mediji
- razumeli sintezo – strateško upravljanje komuniciranja z mediji

#### Objectives and competences:

Students will acquire the following general and course-specific competences:

- Understanding the media, their structure, and mission
- Comprehending the functions of media relations
- Building and maintaining relationships between media representatives and media relations practitioners
- Understanding and effectively using media relations tools
- Applying strategic media communication management
- Mastering various forms and content of media

- razumeli in pravilno uporabili različne oblike ter vsebine medijskega nastopanja
- znali vrednotiti odnose z mediji
- razvili komunikativnost in kompetence za timsko delo

engagement

- Evaluating the effectiveness of media relations
- Developing communication skills and teamwork competencies

#### Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka bo:

- razumel vlogo, delovanje in razlike med mediji, načine novinarskega dela, strokovne novinarske standarde, uredniško politiko, novinarske kriterije objave novic
- razumel vlogo in upravljanje funkcije praktikov odnosov z mediji
- spoznal temeljne prvine, zakaj je pomembno komunicirati z mediji in kako razvijati odnose med praktiki odnosov z mediji in novinarji
- razumel razlike med publicitetno objavo, advertoriali in oglasi
- spoznal vrste orodij odnosov z mediji in njihove temeljne prvine
- razvil sposobnost oblikovanja in uporabe posameznih orodij
- sposoben identificirati komunikacijske priložnosti za uporabo posameznih orodij
- znal prepoznati in ovrednotiti učinke odnosov z mediji
- sposoben določiti notranje in zunanje dejavnike kot elemente situacijske analize
- sposoben opredeliti prednosti, slabosti, nevarnosti in priložnosti v odnosih z mediji
- sposoben prepoznavati ključne deležnike in javnosti v odnosu do organizacije
- sposoben izbrati ustrezne medije in orodja za pripravo medijskega načrta
- znal pripraviti medijski načrt
- razumel dinamiko in zahteve tiskanih in elektronskih medijev
- se znal ustrezno pripraviti na medijski nastop
- razumel in znala oblikovati prvine posameznih oblik medijskega nastopanja
- se spoznal s praktičnimi vajami medijskega nastopanja

#### Intended learning outcomes:

Knowledge and understanding:

Student will:

- Understand the role, functioning, and differences between media, the methods of journalistic work, professional journalistic standards, editorial policies, and the criteria for news publication.
- Comprehend the role and management of media relations practitioners.
- Learn the fundamental principles of why media communication is important and how to develop relationships between media relations practitioners and journalists.
- Understand the differences between publicity releases, advertorials, and advertisements.
- Become familiar with different media relations tools and their key elements.
- Develop the ability to create and use various media relations tools effectively.
- Be able to identify communication opportunities for the application of specific tools.
- Recognize and evaluate the impact of media relations.
- Be capable of determining internal and external factors as elements of situational analysis.
- Assess the strengths, weaknesses, threats, and opportunities in media relations.
- Identify key stakeholders and target audiences in relation to an organization.
- Select appropriate media and tools for developing a media plan.
- Be able to create a comprehensive media plan.
- Understand the dynamics and requirements of print and electronic media.
- Prepare effectively for media appearances.
- Understand and develop the elements of different forms of media engagement.
- Gain practical experience through media appearance exercises.

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)

**Sodelovalno skupinsko delo:** seminarske vaje (projektno delo, timsko delo)

**Individualno delo:** individualne aktivnosti (naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki)

#### Learning and teaching methods:

**Frontal work:** lectures with active student involvement (explanation, conversation, discussion, panel discussion, observation, problem and task solving ...)

**Pair or group work:** project work, team work, case studies, problem learning, collaborative learning, peer reviews ...

**Študij v virtualnem okolju:** sodelovalne in individualne aktivnosti (naloge, forum, klepetalnica, študij gradiva)  
**Sodelovanje gostujočega predavatelja**

Opredeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

**Individual work:** in-depth critical study of literature, reflective learning, presentation, self-assessment, written assignments, tests, tasks in VLE ...

The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within a virtual learning environment.

| Načini ocenjevanja:                                      |  | Delež (v %) /<br>Weight (in %) | Assessment:                                    |
|----------------------------------------------------------|--|--------------------------------|------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekt) |  |                                | Type (examination, oral, coursework, project): |
| <u>Sprotno preverjanje in ocenjevanje znanja</u>         |  |                                | <u>Continuous assesment</u>                    |
| ▪ Krajši pisni izdelki                                   |  | 40 %                           | ▪ short written casework                       |
| ▪ Daljši pisni izdelki                                   |  | 60 %                           | ▪ long written casework                        |
| <u>Končno preverjanje in ocenjevanje znanja</u>          |  |                                | <u>Final assesment</u>                         |
| ▪ Pisni izpit                                            |  | 80 %                           | ▪ written exam                                 |
| ▪ Projektna naloga                                       |  | 20 %                           | ▪ long written casework                        |

**Reference nosilca / Lecturer's references:**

- MENEGALIJA, Drago. Spletna novinarska konferenca : postkovidni razmisleki o prednostih in slabostih novih komunikacijskih orodij. *Varnost*. [Spletna izd.]. 2023, letn. 69, št. 1, str. 94-99, ilustr. ISSN 2232-318X. [https://www.gov.si/assets/ministrstva/MNZ/Revija-Varnost/2023/Varnost\\_1-2023-compressed.pdf](https://www.gov.si/assets/ministrstva/MNZ/Revija-Varnost/2023/Varnost_1-2023-compressed.pdf). [COBISS.SI-ID [156802563](#)]
- MENEGALIJA, Drago. *Public relations, communication skills and work tehniques : predavanje na konferenci OSCE, "Support in raising accountability via the use of communication strategies and in the development of press and public information offices in judicial, prosecutorial, and police institutions", 16-20 November 2014, Bečići, Montenegro*. [COBISS.SI-ID [512982320](#)]
- MENEGALIJA, Drago. *Odnosi z javnostmi ob nesrečah : predavanje na seminarju Združenja slovenskih poklicnih gasilcev, 24. november 2016, Ljubljana*. [COBISS.SI-ID [512981808](#)]
- MENEGALIJA, Drago. *Zaštita ličnih podataka, kao i zaštita tajnih podataka : predavanje na seminarju za novinarje in policijo "Izveštavanje o bezbjedonosnim pitanjima", 18.-19. feb. 2014, Banja Luka*. [COBISS.SI-ID [512982064](#)]
- MENEGALIJA, Drago. *Diskusija o aspektu eksterne komunikacije - studija slučajeve : predavanje na "Forum of the law enforcement agencies spokersons", Ministries of interior and police administration from Bosnia and Herzegovina, 15 - 16 July 2010, Banja Luka*. [COBISS.SI-ID [512982576](#)]
- MENEGALIJA, Drago. *Najbolje europske prakse i naučene lekcije u odnosima s javnošću : predavanje na "Forum of the law enforcement agencies spokersons", Ministries of interior and police administration from Bosnia and Herzegovina, 15 - 16 July 2010, Banja Luka*. [COBISS.SI-ID [512982832](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 27. 2. 2025

# UČNI NAČRT PREDMETA / COURSE SYLLABUS

**Predmet:** Organizacijska psihologija  
**Course title:** Organizational psychology

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                  | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector                               | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

OPS

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 |                  |                       |                         | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

Dr. Marko Divjak, dr. Živa Veingerl Čič

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

**Prerequisites:**

/

/

**Vsebina:**

**Content (Syllabus outline):**

- Organizacijska psihologija: pomen, vloga**
  - Zgodovina organizacijske psihologije
  - Predmet, funkcije in cilji organizacijske psihologije
  - Raziskovanje na področju organizacijske psihologije-osnovni metodološki pristopi
  - Etika v organizacijski psihologiji
  - Pozitivna psihologija na delovnem mestu
- Posameznik in organizacija**
  - Pomen dela v posameznikovem življenju
  - Poklicni in strokovni razvoj: koncepti, faze in dejavniki poklicnega razvoja; vpliv vrednot, interesov in kompetenc na karierno pot; profesionalna identiteta in načrtovanje kariere, teorije kariernega razvoja (Super, Holland, Savickas, Lent idr.) in sodobni pristopi (protejska kariera, kariera brez meja)
  - Poklicni interesi in kompetence;
  - Čustva in vedenje na delovnem mestu

- Organizational psychology: meaning and role**
  - History of organizational psychology
  - Subject, functions, and goals of organizational psychology
  - Research in organizational psychology – basic methodological approaches
  - Ethics in organizational psychology
  - Positive psychology in the workplace
- The individual and the organization**
  - The importance of work in an individual's life
  - Career and professional development: concepts, stages, and factors influencing career development; the impact of values, interests, and competencies on career paths; professional identity and career planning; theories of career development (Super, Holland, Savickas, Lent, etc.) and contemporary approaches (protean career, boundaryless career)
  - Vocational interests and competencies

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Motivacija in zadovoljstvo (motivacijske teorije, stališča in dojemanje dela)</li> <li>• Pravičnost, enakost in vključenost</li> <li>• Kakovost delovnega življenja: stres, izgorelost, utrujenost, ergonomija ect..</li> </ul> <p><b>3. Organizacija kot socialni sistem</b></p> <ul style="list-style-type: none"> <li>• Socializacija in prilagajanje posameznika v organizaciji</li> <li>• Timska dinamika in procesi sodelovanja v organizacijah</li> <li>• Skupinski procesi: vloge, norme in konflikti</li> <li>• Vodenje</li> <li>• Presojanje in odločanje</li> <li>• Vpliv, moč in politika</li> <li>• Komuniciranje na delovnem mestu in psihološka varnost</li> </ul> <p><b>4. Organizacija in upravljanje sprememb</b></p> <ul style="list-style-type: none"> <li>• Organizacijska struktura, kultura in razvoj</li> <li>• Upravljanje organizacijskih sprememb: procesi in pristopi</li> <li>• Odpor zaposlenih do sprememb</li> <li>• Strategije za uspešno uvajanje organizacijskih sprememb</li> </ul> | <ul style="list-style-type: none"> <li>• Emotions and behavior in the workplace</li> <li>• Motivation and job satisfaction (motivational theories, attitudes, and perceptions of work)</li> <li>• Justice, equity, and inclusion</li> <li>• Quality of work life: stress, burnout, fatigue, ergonomics, etc.</li> </ul> <p><b>3. The organization as a social system</b></p> <ul style="list-style-type: none"> <li>• Socialization and adaptation of individuals in organizations</li> <li>• Team dynamics and collaboration processes in organizations</li> <li>• Group processes: roles, norms, and conflicts</li> <li>• Leadership</li> <li>• Judgment and decision-making</li> <li>• Influence, power and politics</li> <li>• Communication and psychological safety</li> </ul> <p><b>4. Organization and change management</b></p> <ul style="list-style-type: none"> <li>• Organizational structure, culture, and development</li> <li>• Managing organizational change: processes and approaches</li> <li>• Employee resistance to change</li> <li>• Strategies for successfully implementing organizational changes</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Temeljni literatura in viri / Readings:**

Obvezna literatura:

1. Jex, S. M., Britt, T. W., & Thompson, C. A. (2024). *Organizational psychology and organizational behavior: Evidence-based lessons for creating sustainable organizations* (4th ed.). Wiley. Poglavja od 5-11.
2. Conte, J.M. in Landy, F. (2019). *Work in the 21. Century: An Introduction to Industrial and Organizational Psychology*, Sixth Editions, Wiley, Poglavja 9,10 in 11.
3. Bajec, B., Boštjančič, E. in Sara Tement (2016): *Človek, delo in organizacija*, Pregled psiholoških področij in perspektiv. Ljubljana: Znanstvena založba Filozofske fakultete

Priporočena literatura:

1. Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior* (19th ed.). Pearson Education.
2. Arnold, J., Randall, R., & Patterson, F. (2020). *Work Psychology: Understanding Human Behaviour in the Workplace* (7th ed.). Pearson.
3. Brown, S. D., & Lent, R. W. (Eds.). (2021). *Career development and counseling: Putting theory and research to work* (3rd ed.). Wiley.

**Cilji in kompetence:**

Študentje bodo pridobili naslednje splošne in predmetno-specifične kompetence:

Splošne kompetence:

- poznavanje in spoštovanje etičnih principov ter zavezanost profesionalni etiki;
- razumevanje interdisciplinarnega pristopa pri iskanju idej in reševanju konkretnih problemov v organizaciji;
- razumevanje pomena vseživljenjskega učenja in osebne rasti za zagotavljanje ustrezne strokovne kompetentnosti za delo;
- poznavanje in razumevanje temeljnih konceptov, zgodovinskega razvoja in ključnih trendov na področju organizacijske psihologije
- razumevanje osnovnih metodoloških pristopov pri raziskovanju na področju organizacijske psihologije

**Objectives and competences:**

Students will acquire the following general and subject-specific competences:

General competences;

- knowledge and respect of ethical principles and commitment to professional ethics;
- understanding of an interdisciplinary approach to finding ideas and solving specific problems in an organization;
- understanding the importance of lifelong learning and personal growth to ensure adequate professional competence for work;
- knowledge and understanding of the basic concepts, historical development and key trends in the field of organizational psychology
- understanding of basic methodological approaches in research in the field of organizational psychology and understanding the applicability of research results.

ter razumevanje uporabnosti raziskovalnih rezultatov.

#### Predmetno specifične kompetence

- razumevanje odnosa med organizacijo in posameznikom z vidika delovanja, motivacije, čustev, stališč in vedenja ter kakovosti delovnega življenja;
- razumevanja dejavnikov poklicnega in strokovnega razvoja ter prepoznavanja lastnih interesov, vrednot in kompetenc kot temelja za oblikovanje profesionalne identitete.
- sposobnost povezovanja pravičnosti, enakosti in vključenosti pri oblikovanju odnosov v organizaciji ter razumevanje kako vodenja vpliva na motivacijo, timsko sodelovanje in psihološko varnost zaposlenih;
- razumevanje povezanosti posameznika in organizacije ter njihovo medsebojno soodvisnost in (so)vplivanje na medsebojne odnose (organizacija kot socialni sistem);
- spoznavanje in razumevanje različnih teorij organizacije, organizacijskih struktur ter njihovega razvoja v povezavi z organizacijskimi procesi in vplivom okolja;
- sposobnost uporabe psiholoških spoznanj pri reševanju realnih organizacijskih problemov in uvajanju sprememb v delovnih organizacijah.

#### Subject-specific competences

- understanding of the relationship between the organization and the individual in terms of performance of performance, motivation, emotions, attitudes and behaviour and the quality of working life;
- understanding the factors of career and professional development and recognizing one's own interests, values, and competencies as the foundation for building a professional identity;
- be able to relate the concept of justice, equality and inclusion in the formation of relationships in the organization and understanding how leadership affect motivation, teamwork and psychological safety of employees;
- understand the interconnection of the individual and the organization and their interdependence and (co) influence on the interrelationships (organization as a social system);
- know and understand how various theories of organization, organizational structures and their development in connection with organizational processes and the influence of the environment;
- be able to use psychological knowledge to solve real organizational problems and introduce changes in work organizations.

#### Predvideni študijski rezultati:

Študent bo:

- znal pripraviti program psihološke podpore zaposlenim prilagojen organizacijskim potrebam in delovnemu okolju;
- izvedel analizo organizacijske kulture in klime v podjetju ter pripravil predloge za izboljšave;
- identificiral aktualni izziv v izbrani organizaciji in pripravil načrt uvajanja sprememb za rešitev izziva
- znal opisati in pojasniti temeljne dejavnike poklicnega in strokovnega razvoja posameznika ter analizirati, kako interesi, vrednote in kompetence prispevajo k oblikovanju profesionalne identitete.

#### Intended learning outcomes:

The student will:

- be able to prepare a program of psychological support for employees adapted to organizational needs and work environment;
- prepare an analysis of the organizational culture and climate in the company and made suggestions for improvements;
- identify the current challenge in the selected organization and prepare the plan of implementation of change to solve the challenge;
- be able to describe and explain the fundamental factors of an individual's career and professional development, and analyze how interests, values, and competencies contribute to the formation of professional identity.

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, razgovor, diskusija, panel diskusija, opazovanje, reševanje primerov in nalog ... )

**Delo v manjših skupinah ali dvojicah:** projektno delo, timsko delo, študija primerov, problemsko učenje, sodelovalno učenje, medvrstniško ocenjevanje, ...

**Individualno delo:** poglobljen kritičen študij literature in virov, reflektivno učenje, predstavitev, samoocenjevanje, priprava pisnih izdelkov, testov, delo v virtualnem učnem okolju

#### Learning and teaching methods:

**Frontal work:** lectures with active student involvement (explanation, conversation, discussion, panel discussion, observation, problem and task solving ...)

**Pair or group work:** project work, team work, case studies, problem learning, collaborative learning, peer reviews and evaluation, ...

**Individual work:** in-depth critical study of literature, reflective learning, presentation, self-assessment, written assignments, tests, tasks in VLE ...

|                                                                                                                                                                                                                            |                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju. | The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within a virtual learning environment. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Načini ocenjevanja:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Delež (v %) /<br>Weight (in %)                              | Assessment:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</p> <p><u>Sprotno preverjanje in ocenjevanje znanja</u></p> <ul style="list-style-type: none"> <li>▪ Krajši pisni izdelki (krajše študije primerov, priprava analize klime in kulture, refleksija na konkretne organizacijske izzive)</li> <li>▪ Daljši pisni izdelki (priprava programa psihološke podpore za zaposlene v izbrani organizaciji)</li> <li>▪ Online test</li> </ul> <p><u>Končno preverjanje in ocenjevanje znanja</u></p> <ul style="list-style-type: none"> <li>▪ Pisni izpit</li> <li>▪ Projektna naloga (priprava programa psihološke podpore za zaposlene v izbrani organizaciji)</li> </ul> | <p>20 %</p> <p>30 %</p> <p>50 %</p> <p>80 %</p> <p>20 %</p> | <p>Type (examination, oral, coursework, project):</p> <p><u>Continuous assesment</u></p> <ul style="list-style-type: none"> <li>▪ short written casework (short case studies, analysis of organizational climate and culture, reflection on specific organizational challenges)</li> <li>▪ long written casework (development of a psychological support program for employees in a selected organization)</li> <li>▪ online test</li> </ul> <p><u>Final assesment</u></p> <ul style="list-style-type: none"> <li>▪ written exam</li> <li>▪ long written casework development of a psychological support program for employees in a selected organization)</li> </ul> |

#### Reference nosilca / Lecturer's references:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>Reference dr. Divjak:</b></p> <ol style="list-style-type: none"> <li>TENJI, Tibor, VEINGERL ČIČ, Živa, DIVJAK, Marko. Exploring lean culture: organisational psychology insights and relevance from a systematic literature review. <i>The international journal of productivity and performance management</i>. [Print ed.]. 2025, no. 11, vol. 74, str. 68-92. ISSN 1741-0401. <a href="https://www.emerald.com/ijppm/article/74/11/68/1310129/Exploring-lean-culture-organisational-psychology">https://www.emerald.com/ijppm/article/74/11/68/1310129/Exploring-lean-culture-organisational-psychology</a>. [COBISS.SI-ID <a href="#">257406211</a>], [SNIP]</li> <li>DIVJAK, Marko, VEINGERL ČIČ, Živa. How to enhance the employee well-being at work?. <i>International journal of management, knowledge and learning</i>. [Spletna izd.]. 2021, vol. 10, str. 109-114, tabele. ISSN 2232-5697. <a href="https://toknowpress.net/ISSN/2232-5697/10.109-114.pdf">https://toknowpress.net/ISSN/2232-5697/10.109-114.pdf</a>, DOI: <a href="https://doi.org/10.53615/2232-5697.10.109-114">10.53615/2232-5697.10.109-114</a>. [COBISS.SI-ID <a href="#">73859587</a>]</li> <li>OVIN, Rasto, DIVJAK, Marko, VEINGERL ČIČ, Živa, MAČEK, Anita. Elderly population and labour market stabilization in Europe : the case of Slovenia. <i>Naše gospodarstvo : revija za aktualna gospodarska vprašanja</i>. [Tiskana izd.]. 2021, letn. 67, št. 2, str. 40-48, tabele. ISSN 0547-3101. <a href="http://ng-epf.si/index.php/ngoe/article/viewFile/263/246">http://ng-epf.si/index.php/ngoe/article/viewFile/263/246</a>, DOI: <a href="https://doi.org/10.2478/ngoe-2021-0011">10.2478/ngoe-2021-0011</a>. [COBISS.SI-ID <a href="#">70201603</a>]</li> <li>TENJI, Tibor, VEINGERL ČIČ, Živa, DIVJAK, Marko. Decoding lean culture in organisations: a systematic literature review. V: GRAJFONER, Daša (ur.). <i>Psychology in business world : reviewed extended abstracts of the 12th International Scientific Conference of the DOBA Business School</i>. Free electronic ed. Maribor: DOBA Business School, 2025. Str. 32-33. ISBN 978-961-7061-14-7. <a href="https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije">https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije</a>. [COBISS.SI-ID <a href="#">228922115</a>]</li> <li>DIVJAK, Marko, OVIN, Rasto, MAČEK, Anita, VEINGERL ČIČ, Živa. Digital skill gaps of vulnerable groups of employees and their motivation for training: the case of Slovenia. V: AŠANIN GOLE, Pedja (ur.). <i>Entrepreneurial and communicative mind in action</i>. Harlow: Pearson, cop. 2021. Str. 154-163, ilustr. ISBN 978-1-800-06427-0. [COBISS.SI-ID <a href="#">75140867</a>]</li> </ol> <p><b>Reference dr. Veingerl Čič:</b></p> <ol style="list-style-type: none"> <li>TENJI, Tibor, VEINGERL ČIČ, Živa, DIVJAK, Marko. Exploring lean culture: organisational psychology insights and relevance from a systematic literature review. <i>The international journal of productivity and performance management</i>. [Print ed.]. 2025, no. 11, vol. 74, str. 68-92. ISSN 1741-</li> </ol> |  |
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0401. <https://www.emerald.com/ijppm/article/74/11/68/1310129/Exploring-lean-culture-organisational-psychology>. [COBISS.SI-ID [257406211](#)], [SNIP]
2. DIVJAK, Marko, VEINGERL ČIČ, Živa. How to enhance the employee well-being at work?. *International journal of management, knowledge and learning*. [Spletna izd.]. 2021, vol. 10, str. 109-114, tabele. ISSN 2232-5697. <https://toknowpress.net/ISSN/2232-5697/10.109-114.pdf>, DOI: [10.53615/2232-5697.10.109-114](#). [COBISS.SI-ID [73859587](#)]
3. OVIN, Rasto, DIVJAK, Marko, VEINGERL ČIČ, Živa, MAČEK, Anita. Elderly population and labour market stabilization in Europe : the case of Slovenia. *Naše gospodarstvo : revija za aktualna gospodarska vprašanja*. [Tiskana izd.]. 2021, letn. 67, št. 2, str. 40-48, tabele. ISSN 0547-3101. <http://ng-epf.si/index.php/ngoe/article/viewFile/263/246>, DOI: [10.2478/ngoe-2021-0011](#). [COBISS.SI-ID [70201603](#)]
4. VEINGERL ČIČ, Živa, VUJICA-HERZOG, Nataša, MAČEK, Anita. Individual work performance management model. *International journal of simulation modelling*. Mar. 2020, vol. 19, no. 1, str. 112-122, ilustr. ISSN 1726-4529. [http://www.ijsimm.com/view\\_articles.html](http://www.ijsimm.com/view_articles.html), DOI: [10.2507/IJSIMM19-1-507](#). [COBISS.SI-ID [513132848](#)]
5. VEINGERL ČIČ, Živa, MLADIČ, Mirjana. Employee performance and corporate social responsibility. V: MULEJ, Matjaž (ur.), O'SULLIVAN, Grażyna (ur.), ŠTRUKELJ, Tjaša (ur.). *Social responsibility and corporate governance. Vol. 2, Policy and practice*. Cham: Palgrave Macmillan: Springer Nature, cop. 2021. Str. 229-262. Palgrave studies in governance, leadership and responsibility. ISBN 978-3-030-46094-5. ISSN 2662-1304. [COBISS.SI-ID [40785411](#)]
6. ŠAROTAR ŽIŽEK, Simona, VEINGERL ČIČ, Živa. Osebnost in osebnostni razvoj zaposlenega. *Bančni vestnik : revija za denarništvo in bančništvo*. [Tiskana izd.]. jun. 2018, letn. 67, št. 6, str. 22-34. ISSN 0005-4631. [COBISS.SI-ID [13043228](#)]
7. VEINGERL ČIČ, Živa, MULEJ, Matjaž, ŠAROTAR ŽIŽEK, Simona. Different intelligences' role in overcoming the differences in employee value system. *Kybernetes*. 2018, no. 2, vol. 47, str. 343-358. ISSN 0368-492X. <http://www.emeraldinsight.com/doi/full/10.1108/K-06-2017-0200>, DOI: [10.1108/K-06-2017-0200](#). [COBISS.SI-ID [12964892](#)],

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 24. 12. 2025

# UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                                       |
|----------------------|---------------------------------------|
| <b>Predmet:</b>      | Organiziranje kakovosti življenja     |
| <b>Course title:</b> | Organization of the quality of living |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                        | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3                       | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

OKŽ

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

mag. Zvezdana Bercko

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Poznavanje osnovnih pojmov s področja obče psihologije.

**Prerequisites:**

Knowledge of the main concepts in general psychology.

**Vsebina:**

- Življenjska obdobja in psihološki problemi:
  - Družina, vloge, dinamika.
  - Moški/Ženska odnos.
  - Partnerstvo.
  - Starševstvo.
  - Nasilje.
  - Otroci kot žrtve nasilja in zlorabe moči.
  - Spolne zlorabe, žrtve in storilci.
  - Zlorabe moči, vrste in zaščita v kasnejših obdobjih.
  - Asertivnost in asertivni trening.
  - Problemi staranja.
  - Krizna srednja leta.
  - Življenjske izgube.
  - Procesi žalovanja.
  - Oblike pomoči in samopomoči.
- Obvladovanje stresa:
  - Življenjske situacije ogroženosti, škode in nenadnih zasukov.
  - Zdravju škodljive navade in življenjski slog.

**Content (Syllabus outline):**

- Life stages and psychological problems:
  - Family, roles, dynamics
  - Men/Women relationship
  - Partnership
  - Parenthood
  - Violence
  - Children as victims of violence and abuse of power
  - Sexual abuse, victims and perpetrators
  - Abuse of power, types and protection in later periods
  - Assertion and assertiveness training
  - Problems of ageing
  - Midlife crisis
  - Losses in life
  - Grief processes
  - Forms of help and self-help
- Stress management:
  - Situations of threat, damages and sudden changes in life

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>c. Spreminjanje navad.</p> <p>d. Pozitivni življenjski slog, optimizem.</p> <p>e. Individualne in skupinske oblike pomoči.</p> <p>f. Kognitivno-vedenjske oblike pomoči.</p> <p>g. Sprostitevne tehnike.</p> <p>h. Tehnike vizualizacije.</p> <p>i. Terapevtske tehnike imaginacij.</p> <p>3. Ko pridejo bolezni:</p> <p>a. Motnje prehranjevanja in organizirana pomoč: prenašanje in zvišana telesna teža, bulimija, anoreksija. Vzroki in pojavnost.</p> <p>b. Možnost organizirane pomoči.</p> <p>c. Psihosomatske motnje in bolezni kot posledica zdravju škodljivega življenjskega sloga in navad.</p> <p>d. Možnost samopomoči in organizirane psihološke in psihosocialne pomoči.</p> <p>e. Kronične bolezni in kvaliteta življenja z njimi.</p> <p>f. Hospitalizacija in pojavi naučene nemoči bolnika.</p> <p>g. Bolnik in stresne situacije, povezane z preiskavami in terapevtskimi posegi. Organizirana priprava na operacijo.</p> <p>h. Akutna in kronična bolečina.</p> <p>i. Bolečina kot posledica stalnih napetosti in stresov.</p> <p>j. Organizirana pomoč in samopomoč pri akutni bolečini.</p> <p>k. Organizirana, interdisciplinarna pomoč pri kroničnih bolečinskih stanjih.</p> <p>l. Komunikacija. Terapevtska komunikacija. Aktivno poslušanje. Rogersova nedirektivna metoda pomoči.</p> | <p>b. Harmful habits and lifestyle</p> <p>c. Changing habits</p> <p>d. Positive lifestyle, optimism</p> <p>e. Individual and group forms of help</p> <p>f. Cognitive and behavioural forms of help</p> <p>g. Relaxation techniques</p> <p>h. Visualisation techniques</p> <p>i. Therapeutic imaginative techniques</p> <p>6. When diseases come:</p> <p>a. Eating disorders and organised help: overeating and obesity, bulimia, anorexia Causes and incidence</p> <p>b. Possibility of organised help</p> <p>c. Psychosomatic disorders and diseases as a result of harmful lifestyles and habits</p> <p>d. The possibility of self-help and organised psychological and psychosocial support</p> <p>e. Chronic diseases and associated quality of life</p> <p>f. Hospitalisation and learned helplessness of patients</p> <p>g. Patients and stress situations associated with tests and therapeutic interventions Organised preparation for a surgery</p> <p>h. Acute and chronic pain</p> <p>i. Pain as a result of persistent tension and stress</p> <p>j. Organised help and self-help in acute pain</p> <p>k. Organised interdisciplinary help in chronic pain conditions</p> <p>l. Communication Therapeutic communication Active listening Roger's non-directive therapy</p> |
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#### Temeljni literatura in viri / Readings:

- Bajt, Maja, Jeriček Klanšček, Helena (2017). *Priprava programov promocije zdravja po korakih in evalvacija*. Ljubljana, Nacionalni inštitut za javno zdravje. (strani 5-10 - promocija, preventiva).
- Benedik, Emil. 2011. *Osebnost in zdravje*. Lesce, samozaložba.
- Buzeti T. in dr. (ur.) (2011). *Neenakosti v zdravju v Sloveniji*. Ljubljana, Inštitut za varovanje zdravja. (strani 13-21).
- Devjak, Srečko; Devjak, Tatjana in Berčnik, Sanja (2019). Dejavniki tveganja za zdravje in življenjski slog v občinah osrednje slovenske regije. *Revija za zdravstvene vede* (6, 2019). (Strani 1-6).
- Farkaš Lainščak, J. (ur.). (2016). *Ocena potreb uporabnikov in izvajalcev preventivnih programov za odrasle*. Ljubljana, Nacionalni inštitut za javno zdravje. (strani 6-8, 26-30).
- Gabrijelčič Blenkuš, M. in drugi (ur.) (2021). *Neenakosti v zdravju v Sloveniji. Izziv prihodnosti v medsektorskem povezovanju*. Ljubljana, Nacionalni inštitut za javno zdravje. (strani 8-19 in 28-33). [https://niz.si/wp-content/uploads/2022/07/neenakosti\\_e\\_verzija.pdf](https://niz.si/wp-content/uploads/2022/07/neenakosti_e_verzija.pdf)
- Jarm, Katja, Novak-Mlakar, Dominika, Ivanuš, Urška, Kofol-Bric, Tatjana, Šinkovec, Ana, Florjančič, Mojca, Batista, Kaja (2021). *Zdrava izbira - organizirana presejanja za raka v Sloveniji*. (strani 107-109, 126-127).
- Ministrstvo za zdravje in Nacionalni inštitut za javno zdravje. *Krepitev zdravja za vse*. (strani 1-9).
- Ramovš, Jože. (2017). Gerontološko izrazje. *Kakovostna starost*, letnik 20, številka 3, ( 42-43).
- *Resolucija o nacionalnem planu zdravstvenega varstva 2016–2025 Skupaj za družbo zdravja*. Ljubljana, Uradni list RS, št. 25/16. (Poglavja 1, 1.1 in 1.2).
- Statistični urad RS. Kakovost življenja. <https://www.stat.si/StatWeb/Field/Index/10>
- Verdclja M., Vrbovšek, S. in Berzelak N. (2022). *Zdravstvena pismenost odraslih v Sloveniji. Rezultati Nacionalne raziskave zdravstvene pismenosti v Sloveniji (HLS-SI19)*. Ljubljana, Nacionalni inštitut za javno zdravje. (strani: 7-8, 31-32).
- Vinko, Matej; Kofol Bric, Tatjana; Korošec, Aleš; Tomšič, Sonja in Vrdclja, Mitja (ur.) (2018) *Kako skrbimo za zdravje. Z zdravjem povezan vedenjski slog prebivalcev Slovenije 2016*. Ljubljana, Nacionalni inštitut za javno zdravje. (strani

25-28 – Obvladovanje stresa; 32-38 - Skrb za ustno zdravje; 36-38 - Hrupno bivalno okolje in spanje; 59-61 - Samoocena zdravja).

- Zaletel, Metka; Vardič, Damjana; Hladnik, Marjana in Simončič, Mojca (ur.) (2021). *Zdravje v Sloveniji*. Ljubljana, Nacionalni inštitut za javno zdravje. (Strani 29-40).
- *Zdravstveni statistični letopis Slovenije 2021*. (2023). Ljubljana, Nacionalni inštitut za javno zdravje. (Strani 1-17 – Osnovni demografski podatki.)

#### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- se seznanijo s celostnim, biopsihosocialnim modelom zdravja in bolezni,
- spoznajo številne prednosti celostnega pristopa k reševanju problemov zdravja in bolezni glede na obstoječ biomedicinski model,
- z usvojenim psihološkim znanjem zmorejo razumevati zvezo med človekovimi navadami in prevladujočim življenjskim slogom ter problemi zdravja kot tudi bolezni,
- zmorejo razumeti in organizirati psihosocialno pomoč različnim ogroženim skupinam prebivalstva,
- usvojijo znanja in spoznajo pomen ustrezne komunikacije, še posebno pa terapevtske komunikacije in aktivnega poslušanja in ustreznega nudenja socialne podpore in pomoči posamezniku v stiski, povezane s psihofizičnim zdravjem ali boleznijo,
- so zmožni analitično-sintetičnega razumevanja družbenih pojavov glede na njegov pomen in možnosti posameznika za skladen psihofizični razvoj,
- so zmožni kritične presoje obstoječe družbene mreže oskrbe in pomoči posamezniku v stanju porušenega psihofizičnega ravnovesja in predlagati nove oblike pomoči,
- so zmožni kritično in celovito razumeti in ovrednoti posameznikovo skrb za ohranjanje zdravja z vidika interesov družbene skupnosti,
- so zmožni svoja spoznanja in videnja psihosocialnih pojavov in oblik pomoči argumentirano posredovati drugim osebam in skupinam in doseči soglasje v postavitvi ciljev, reševanju problemov, v organiziranem in celovitem pristopu k reševanju problemov zdravja in bolezni,
- na osnovi pridobljenih znanj, opažanj in spoznanj so zmožni slediti tudi interesom ohranjanja in krepite lastnega zdravja, spoznati prednosti načel permanentnega učenja in jim v praksi tudi slediti kot težiti k lastni neprestani skrbi za osebno rast
- razvili kreativnosti in prilagodljivost,
- razvili pozitivni odnos do dela.

#### Predvideni študijski rezultati:

#### Objectives and competences:

During the course, students develop the following general and subject-specific competencies:

- familiarise themselves with the comprehensive, biopsychosocial model of health and disease,
- learn about the many benefits of a comprehensive approach to managing health and disease problems in the context of the existing biomedical model,
- are able to apply the acquired psychological knowledge to understand the link between human habits and prevailing lifestyle and health problems and diseases,
- are able to understand and organise psychosocial help for the various population groups at risk,
- acquire knowledge and understand the importance of appropriate communication, in particular therapeutic communication and active listening and adequate provision of social support and assistance to individuals in need related to psychophysical health or illness,
- are capable of an analytical-synthetic understanding of social phenomena according to their importance and the individual's potential for a harmonious psychophysical development,
- are able to critically assess the existing social networks of care and assistance to the individual in a state of destructive psychophysical balance and to propose new forms of help,
- are capable of critically and comprehensively understanding and assessing an individual's care for maintaining health in the light of the interests of the social community,
- are able to share their insights and perceptions of psychosocial phenomena and forms of help with other people and groups and to reach a consensus in the setting of objectives, problem solving, in an organised and comprehensive approach to health and disease management,
- on the basis of their acquired knowledge, observations and insights, they are also able to pursue the interests of preserving and strengthening their own health, to learn about the benefits of the principles of permanent learning and to follow them in practice as well as to strive for their own constant care for personal growth,
- develop creativity and adaptability,
- develop a positive attitude towards work.

#### Intended learning outcomes:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Znanje in razumevanje:</b><br/>Študent/-ka bo:</p> <ul style="list-style-type: none"> <li>- usvojil psihološka znanja za razumevanje in organizacijo psihosocialne pomoči različnim ogroženim skupinam prebivalstva;</li> <li>- spoznal življenjska obdobja in psihološke probleme;</li> <li>- znal uporabiti oblike pomoči in samopomoči;</li> <li>- spoznal asertivni trening.</li> <li>- spoznal življenjske situacije ogroženosti, škode in nenavadnih zasukov</li> <li>- spoznal prednosti celostnega pristopa k reševanju problemov zdravja in bolezni</li> <li>- usvojil psihološka znanja za razumevanje človeka kot celovitega, biopsihosocialnega bitja</li> <li>- znal svetovati in ravnati v primeru nespodbudnih življenjskih preizkušenj</li> <li>- spoznal tehnike vizualizacije ter terapevtske tehnike imaginacij</li> <li>- spoznal pomen ustrezne komunikacije, še posebno pa terapevtske komunikacije in aktivnega poslušanja in ustreznega nujenja socialne podpore in pomoči v povezavi z zdravjem in boleznijo</li> <li>- spoznal psihosomatske motne, motnje prehranjevanja</li> <li>- spoznal kronične bolezni in znal svetovati za kvalitetno življenje z njimi</li> <li>- spoznal vzroke bolečin in znal svetovati ali organizirati pomoč in samopomoč v primeru bolečin</li> </ul> | <p><b>Knowledge and understanding:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>- acquire psychological skills to understand and organise psychosocial assistance to different population groups at risk,</li> <li>- learn about life stages and psychological problems,</li> <li>- be able to use forms of help and self-help,</li> <li>- learn about assertiveness training,</li> <li>- learn about situations of threat, damages and sudden changes in life,</li> <li>- learn about the benefits of a comprehensive approach to health and disease management,</li> <li>- acquire psychological skills to understand the human being as a comprehensive, biopsychosocial creature,</li> <li>- be able to advise and act in case of discouraging events in life,</li> <li>- learn about visualisation techniques and therapeutic imaginative techniques,</li> <li>- learn about the importance of appropriate communication, in particular therapeutic communication and active listening and adequate provision of social support and assistance related to health or illness,</li> <li>- learn about psychosomatic disorders, eating disorders,</li> <li>- learn about chronic diseases and be able to advise for quality of life,</li> <li>- learn about causes of pain and be able to advise or organise assistance and self-help in case of pain.</li> </ul> |
| <p><b>Metode poučevanja in učenja:</b></p> <p><b>Frontalno delo:</b> predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)</p> <p><b>Sodelovalno skupinsko delo:</b> seminarske vaje (projektno delo, timsko delo)</p> <p><b>Individualno delo:</b> individualne aktivnosti (naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki)</p> <p><b>Študij v virtualnem okolju:</b> sodelovalne in individualne aktivnosti (naloge, forum, klepetalnica, študij gradiva)</p> <p>Opremljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Learning and teaching methods:</b></p> <p><b>Frontal instruction:</b> lectures with active participation of students (explanation, discussion, problem-solving)</p> <p><b>Collaborative teamwork:</b> tutorial (project work, teamwork)</p> <p><b>Individual work:</b> individual activities (assignments, study of literature and resources, research and development work, reflection, self-assessment, public speaking, papers)</p> <p><b>Studying in the virtual environment:</b> collaborative and individual activities (assignments, forum, chat room, studying the material)</p> <p>The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within the virtual learning environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Načini ocenjevanja:</b></p> <p><u>Sprotno preverjanje in ocenjevanje znanja</u></p> <ul style="list-style-type: none"> <li>▪ Študije primerov</li> <li>▪ Sprotno preverjanje in ocenjevanje</li> <li>▪ Drugo – video izzivi</li> </ul> <p><u>Končno preverjanje in ocenjevanje znanja</u></p> <ul style="list-style-type: none"> <li>▪ Pisni izpit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Assessment:</b></p> <p><u>Continuous knowledge assessment</u></p> <ul style="list-style-type: none"> <li>▪ Case studies</li> <li>▪ Continuous assessment and grading</li> <li>▪ Other – video challenges</li> </ul> <p><u>Final knowledge assessment</u></p> <ul style="list-style-type: none"> <li>▪ Written exam</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|--------------------|----|----------------------|
| ▪ Projektna naloga | 70 | ▪ Project assignment |
|--------------------|----|----------------------|

**Reference nosilca / Lecturer's references:**

- BERCKO, Zvezdana. Žensko podjetništvo : realnost, izzivi, priložnosti = Female entrepreneurship : reality, challenges and opportunities. *Mednarodno inovativno poslovanje : strokovno-znanstvena revija za področje poslovanja in poslovnega izobraževanja*. 2012, letn. 4, št. 1. ISSN 1855-6175. [http://journal.doba.si/letnik\\_4\\_\(2012\)\\_st\\_1](http://journal.doba.si/letnik_4_(2012)_st_1), Digitalna knjižnica Slovenije - dLib.si. [COBISS.SI-ID 512561200]
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- ZAVIRŠEK, Darja (intervjuvanec), BERCKO, Zvezdana (oseba, ki intervjuva). Posvojitve so stvarnost današnjega sveta. *Bonbon : male sladkosti življenja*. 22. jan. 2013, letn. 8, št. 350, str. 10-12. ISSN 1854-4452. <http://www.bonbon.si/default.asp?kaj=1&id=5875075>. [COBISS.SI-ID 3941221]
- ZAVIRŠEK, Darja (intervjuvanec), BERCKO, Zvezdana (oseba, ki intervjuva). Socialno delo in privatna blaginja. *Bonbon : male sladkosti življenja*. 8. sept. 2009, letn. 4, št. 179, str. 15-16. ISSN 1854-4452. [COBISS.SI-ID 3216741]
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- BERCKO, Zvezdana. Dobra babica sedi na rokah. *Bonbon : male sladkosti življenja*. jun. 2011, leto 7, št. 21, str. 10-14, ilustr. ISSN 1854-4452. [COBISS.SI-ID 2511333]
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- BERCKO, Zvezdana. *Marginalne družbene skupine : višješolski učbenik*. Maribor: Doba Epis, 2014. 101 str., tabele, graf. prikazi. [COBISS.SI-ID 512725296]
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Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 11. 1. 2026

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                                         |
|----------------------|-----------------------------------------|
| <b>Predmet:</b>      | Podjetništvo in kultura podjetja        |
| <b>Course title:</b> | Entrepreneurship and enterprise culture |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                        | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

PKP

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Marina Letonja

**Jeziki /**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Splošno srednješolsko znanje.

**Prerequisites:**

General secondary-school knowledge.

**Vsebina:**

**Podjetništvo, vloga podjetništva in podjetnika, vpliv na gospodarski razvoj**

- Temeljni pojmi in definicije
- Klasično razumevanje podjetništva
- Sodobno razumevanje podjetništva
- Vloga podjetništva v globalni ekonomiji
- Vloga in razvoj podjetništva v Sloveniji

**Podjetnik**

- Temeljne značilnosti in lastnosti podjetnika
- Podjetniško mišljenje in obnašanje
- Podjetnik vs. manager
- Globalni podjetnik
- Podjetniška etika

**Poslovna priložnost**

- Generiranje idej
- Dizajnerski pristop
- Prepoznavanje in vrednotenje priložnosti
- Od ideje do poslovne priložnosti

**Content (Syllabus outline):**

**Entrepreneurship, role of entrepreneurship and the entrepreneur, effect on economic development**

- Fundamental concepts and definitions
- Conventional understanding of entrepreneurship
- Modern understanding of entrepreneurship
- Role of entrepreneurship in the global economy
- Role and development of entrepreneurship in Slovenia

**Entrepreneur**

- Fundamental characteristics and attributes of entrepreneurs
- Entrepreneurial thinking and behaviour
- Entrepreneur vs. manager
- Global entrepreneur
- Entrepreneurial ethics

**Business opportunity**

- Generating ideas
- Design approach

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| <ul style="list-style-type: none"> <li>– Inovacije</li> </ul> <p><b>Podjetniški proces</b></p> <ul style="list-style-type: none"> <li>– Podjetnikova vizija in razvoj vizije podjetja</li> <li>– Faze v življenjskem ciklu podjetja</li> </ul> <p><b>Oblike podjetništva</b></p> <ul style="list-style-type: none"> <li>– Samozaposlitev</li> <li>– Rastoče in dinamično podjetništvo</li> <li>– Notranje podjetništvo</li> <li>– Žensko podjetništvo</li> <li>– Družinsko podjetništvo</li> <li>– Franšizing</li> <li>– Socialno podjetništvo</li> </ul> <p><b>Podporna infrastruktura za podjetništvo</b></p> <ul style="list-style-type: none"> <li>– podjetniški ekosistem (programi podpore)</li> <li>– oblike podporne infrastrukture</li> </ul> <p><b>Načrtovanje, ustanovitev in zagon podjetja</b></p> <ul style="list-style-type: none"> <li>– Predhodno ekonomsko, tržno in tehnično-tehnološko vrednotenje priložnosti in potrebnih virov in sredstev</li> <li>– Izbor pravne oblike in organizacije podjetja</li> <li>– Inovativni poslovni model za novo podjetje</li> <li>– Poslovni načrt na eni strani</li> <li>– Pitch</li> <li>– Kako zmanjšati tveganje</li> </ul> <p><b>Ime, pojem kulture in morale nasploh, predvsem pa v poslovnem svetu</b></p> <ul style="list-style-type: none"> <li>- vrline vzornega poslovnega obnašanja v sodobnem poslovnem svetu</li> <li>- trajnostni razvoj ter družbena odgovornost podjetnika in podjetja</li> </ul> <p><b>Moralne dileme podjetnika pri poslovanju</b></p> <ul style="list-style-type: none"> <li>– moralni vidiki nastopanja podjetnika/podjetja v javnosti</li> <li>– odnos podjetnika do kupcev, partnerjev, konkurence</li> <li>– odnos do domačih običajev v poslovnem svetu</li> </ul> | <ul style="list-style-type: none"> <li>– Recognising and assessing opportunities</li> <li>– From idea to business opportunity</li> <li>– Innovations</li> </ul> <p><b>Entrepreneurial process</b></p> <ul style="list-style-type: none"> <li>– Entrepreneur's vision and development of the company vision</li> <li>– Stages in the life cycle of an undertaking</li> </ul> <p><b>Types of entrepreneurship</b></p> <ul style="list-style-type: none"> <li>– Self-employment</li> <li>– Growing and dynamic entrepreneurship</li> <li>– Intrapreneurship</li> <li>– Female entrepreneurship</li> <li>– Family entrepreneurship</li> <li>– Franchising</li> <li>– Social entrepreneurship</li> </ul> <p><b>Entrepreneurial support infrastructure</b></p> <ul style="list-style-type: none"> <li>– Entrepreneurial ecosystems (support programmes)</li> <li>– Types of support infrastructure</li> </ul> <p><b>Planning, setting up and starting a business</b></p> <ul style="list-style-type: none"> <li>– Preliminary economic, market, and technical and technological assessment of opportunities and the required resources and assets</li> <li>– Choosing the legal form and organisation of the undertaking</li> <li>– Innovative business model for a new company</li> <li>– Business plan</li> <li>– Pitch</li> <li>– How to minimise risks</li> </ul> <p><b>Notion, concept of culture and morals in general, and especially in the business world</b></p> <ul style="list-style-type: none"> <li>- Virtues of exemplary business behaviour in the modern business world</li> <li>- Sustainable development and social responsibility of entrepreneurs and companies</li> </ul> <p><b>Moral dilemmas of entrepreneurs in business</b></p> <ul style="list-style-type: none"> <li>– Moral aspects of the entrepreneur's/company's public presence</li> <li>– The entrepreneur's attitudes towards buyers, partners, competition</li> <li>– Attitudes to national customs in the business world</li> </ul> |
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#### Temeljni literatura in viri / Readings:

- Letonja Marina in soavtorji, projekt Erasmus+ Game4Change (nabor prosojnic Modul 1 in Modul 2, 2023/24)
- Študija primera Pieter Pot (Erasmus+ Game4 Change)
- Pieter Pot: Zakaj prodaja brez embalaže težko zaživi (članek – intervju) (Erasmus+ Game4Change)
- Pieter Pot – uporabnikova izkušnja do dostave (ppt) (Erasmus+ Game4Change)
- Letonja, Marina. (2023). Študijsko gradivo (selekcija prosojnic 2023 ter prosojnice k videoposnetkom) in izbor študij primerov.
- Posnetki predavanj nosilke predmeta izr. prof. dr. Marine Letonja in prosojnice:
- Mikro učne enote – video posnetki:
  - Šest pravil za pripravo poslovnega modela
  - Value proposition Canvas – model vrednostne ponudbe
  - Value map – zemljevid vrednostne ponudbe
  - Customer profile – profil kupca
- ABC Podjetništva: Izzivi podjetnic in podjetnikov ob ustanovitvi in zagonu poslovanja novih podjetij. Priročnik za podjetnice in podjetnike začetnike ter bodoče podjetnice in podjetnike. 2019. SPIRIT.
- Vidic, F. Vadjal, J., Knez, S. 2008. Podjetništvo.

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| <ul style="list-style-type: none"> <li>• Test podjetniškega potenciala</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Cilji in kompetence:</b></p> <p>Študentje bodo:</p> <ul style="list-style-type: none"> <li>• spoznali osnovne pojme in definicije podjetništva, vključno z oblikami podjetništva, ter vlogo podjetništva za gospodarski razvoj</li> <li>• poznali pomen in značilnosti podjetniškega ekosistema in delovanja podporne infrastrukture za spodbujanje podjetništva</li> <li>• spoznali vseh pet sestavin podjetniškega procesa: podjetnika, podjetniško priložnost, ustvarjalnost in inoviranje, sredstva in vire za zagotavljanje sredstev in podjetniško okolje, in njihovo vlogo v praksi</li> <li>• sposobni razlikovati posamezne faze podjetniškega procesa od generiranja ter vrednotenja idej do razvoja podjetja do zrelosti in definirati osnovne značilnosti posameznih faz rasti podjetja</li> <li>• razumeli kako od ideje do poslovne priložnosti</li> <li>• spoznali pomen razvoja inovativnih poslovnih modelov za nova podjetja</li> <li>• spoznali pomen načrtovanja podjetja in kako oceniti potencial uspeha</li> <li>• razlikovali med poslovnim načrtom na eni strani ter tradicionalnim poslovnim načrtom za novi podjem</li> <li>• razumeli vlogo trajnostnega razvoja in družbene odgovornosti podjetja in podjetnika ter pomen kulture in morale v poslovnem svetu</li> <li>• samo-spoznali in se kritično ozrli na lastne podjetniške sposobnosti</li> </ul> | <p><b>Objectives and competences:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Learn about the basic concepts and definitions of entrepreneurship, including types of entrepreneurship, and the role of entrepreneurship for economic development</li> <li>• Become familiar with the importance and characteristics of the entrepreneurial ecosystem and of the functioning of the support infrastructure to promote entrepreneurship</li> <li>• Learn about all five components of the entrepreneurial process: entrepreneur, entrepreneurial opportunity, creativity and innovation, assets and resources for ensuring assets, and the entrepreneurial environment as well as their role in practice</li> <li>• Be able to distinguishing the individual stages of the entrepreneurial process from generating and evaluating of ideas to developing an undertaking through to maturity, and defining the basic characteristics of the individual growth stages of the undertaking</li> <li>• Understand how to get from idea to business opportunity</li> <li>• Learn about the importance of developing innovative business models for start-ups</li> <li>• Learn about the importance of planning an undertaking and how to assess the success potential</li> <li>• Distinguish between the business plan on the one hand and the traditional business plan for a new undertaking on the other</li> <li>• Understand the role of sustainable development in social responsibility of the company and of the entrepreneur and the importance of culture and morals in the business world</li> <li>• Become self-aware and critically assess their entrepreneurial skills</li> </ul> |
| <p><b>Predvideni študijski rezultati:</b></p> <p>Znanje in razumevanje:</p> <p>Po zaključku tega predmeta bo študent sposoben:</p> <ul style="list-style-type: none"> <li>• razumeti pomen podjetništva, osnovne pojme podjetništva ter usvojiti podjetniški način razmišljanja</li> <li>• prepoznati različna integralna funkcijska področja, potrebna za razvoj podjetja in zagon novega podjetja ter razumeti pomen inovacij za uspeh podjetij v konkurenčnem okolju</li> <li>• prepoznati in razumeti delovanje podjetniškega ekosistema (podpornega okolja) ter uporabiti različne podporne programe</li> <li>• prepoznati ter razlikovati med različnimi oblikami podjetništva (poudarek startupom) ter jih znal ilustrirati na konkretnih primerih</li> <li>• uporabiti podjetniške koncepte/ modele pri analizi ter načrtovanju lastnega poslovnega modela, poslovnega</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Intended learning outcomes:</b></p> <p>Knowledge and understanding:</p> <p>After the completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of entrepreneurship, the basic concepts of entrepreneurship and develop an entrepreneurial mindset</li> <li>• Identify the various integral functional areas needed for the development of an undertaking and the start of a new business, and understand the importance of innovation for the success of businesses in a competitive environment</li> <li>• Recognise and understand the functioning of the entrepreneurial ecosystem (support environment) and use different support programmes</li> <li>• Recognise and distinguish between different types of entrepreneurship (emphasis on start-ups) and be able to illustrate them using concrete examples</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| načrta na eni strani, pripravi in izvedbi tehnike pitchanja (javni nastop) <ul style="list-style-type: none"> <li>• uporabiti raziskovalni pristop ter kritično analizo osvajanja ter uporabe družbeno odgovornega obnašanja in trajnostne naravnosti, vključno kulture in morale v poslovnem svetu na konkretnih primerih</li> </ul> | <ul style="list-style-type: none"> <li>• Apply entrepreneurial concepts/models to analysing and designing their own business model and business plan, and designing and implementing a pitch (public speaking)</li> <li>• Apply a research approach to and critical analysis of assimilating and applying socially responsible behaviour and sustainability, including cultures and morals in the business world on concrete cases</li> </ul> |
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#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov) v virtualnem okolju (video konferenca)

**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju

**Individualno delo:** naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki, delo v virtualnem učnem okolju

**Vključitev gostujočega predavatelja**

#### Learning and teaching methods:

**Frontal instruction:** lectures with active participation of students (explanation, discussion, problem-solving) in the virtual environment (video conference)

**Teamwork:** project work, teamwork, work in the virtual learning environment

**Individual work:** assignments, study of literature and resources, research and development work, reflection, self-assessment, public speaking, papers, work in the virtual learning environment

**Visiting lecturer**

| Načini ocenjevanja:                        |                                  | Delež (v %) /<br>Weight (in %) | Assessment:                      |
|--------------------------------------------|----------------------------------|--------------------------------|----------------------------------|
| Sprotno preverjanje in ocenjevanje znanja: | • individualne pisne naloge      | 15                             | Continuous knowledge assessment: |
|                                            | • timske pisne naloge            | 75                             |                                  |
|                                            | • javni nastop s predstavitevijo | 10                             |                                  |
| Končno preverjanje in ocenjevanje znanja:  | • Pisni izpit                    | 70                             | Final knowledge assessment:      |
|                                            | • Projektna naloga               | 30                             |                                  |
|                                            |                                  |                                |                                  |

#### Reference nosilca / Lecturer's references:

- FLÖGEL, Franz, LETONJA, Marina, MEYER, Kerstin, RABADJIEVA, Maria, VILMAN, Zineta, ZHEKOVA, Ralitsa, ZLATEVA, Mariya, BUTZIN, Anna. Beyond start-up formation: Effects of entrepreneurial ecosystem support activities for developing lagging regions. *Local economy*. 2025, vol. , iss. , str. 1-20. ISSN 1470-9325. <https://journals.sagepub.com/doi/full/10.1177/02690942241311805>, DOI: [10.1177/02690942241311805](https://doi.org/10.1177/02690942241311805). [COBISS.SI-ID [24407299](https://cobiss.si/24407299)]
- LETONJA, Marina. Potrebna znanja in veščine za prenos družinskih podjetij med generacijami. *DOBA*. 22. februar 2022. ISSN 2712-4789. <https://www.fakulteta.doba.si/doba-znanja/potrebna-znanja-in-vescine-za-prenos-druzinskih-podjetij-med-generacijami>. [COBISS.SI-ID [136102403](https://cobiss.si/136102403)]
- FISCHER, Helge, LETONJA, Marina, et al. Ideation, business modelling and leadership by gamification : using digital playful learning in next generation entrepreneurship. V: GÓMEZ CHOVA, Louis (ur.), GONZÁLEZ MARTÍNEZ, Chelo (ur.), LEES, Joanna (ur.). *INTED 2024 : conference proceedings : 18th annual International Technology, Education and Development Conference : 4-6 March 2024, Valencia (Spain)*. Valencia: IATED Academy, 2024. Str. 2697-2703. INTED proceedings (Internet). ISBN 978-84-09-59215-9. ISSN 2340-1079. <https://library.iated.org/publications/INTED2024/start/425>, DOI: [10.21125/inted.2024.0742](https://doi.org/10.21125/inted.2024.0742). [COBISS.SI-ID [192682755](https://cobiss.si/192682755)]
- FISCHER, Helge, LETONJA, Marina, et al. Game4Change : using playful learning in next generation entrepreneurship. V: KÖHLER, Thomas (ur.), et al. *Inklusiv digital: Gemeinschaft offen gestalten Selbstbestimmte Teilhabe an der digitalen Transformation : 26. Workshop GeNeMe'23 Gemeinschaften in Neuen Medien : proceedings of 26th Conference GeNeMe Dresden, 13.-15. 09. 2023*. Dresden: Technische Universität Dresden, 2023. Str. 225-230, ilustr. ISBN 978-961-6379-63-2. <https://g4c-nge.eu>, <https://tud.gucosa.de/api/gucosa%3A89795/attachment/ATT-0/>. [COBISS.SI-ID [186488835](https://cobiss.si/186488835)]
- LETONJA, Marina, VILMAN, Zineta, PUVAČA, Milan. Skills needed in family businesses – case study Slovenia and Croatia. V: *Business and Management : [peer-reviewed conference proceedings]*. 12th International Scientific Conference „Business and Management 2022“, May 12 - 13, 2022, Vilnius, Litva. Vilna: Vilnius Gediminas Technical University (VILNIUS TECH) Press, 2022. Str. 1-13, ilustr. Business and management. ISBN 978-609-476-288-8, ISBN 978-609-476-289-5. ISSN 2029-

4441. <http://bm.vgtu.lt/index.php/verslas/2022/paper/viewFile/760/315>, DOI: [10.3846/bm.2022.760](https://doi.org/10.3846/bm.2022.760). [COBISS.SI-ID [109122563](#)]
- MÜLLER, Josefin, LETONJA, Marina, et al. Gamification meets entrepreneurship – : piloting a gamified European study program to foster the next generation of entrepreneurs. V: GÓMEZ CHOVA, Louis (ur.), LÓPEZ MARTÍNEZ, Agustín (ur.), LEES, Joanna (ur.). *ICERI 2024 : 17th international conference of education, research and innovation : Seville, Spain. 11-13 November, 2024 : conference proceedings*. Seville: IATED Academy, cop. 2024. Str. 6169-6177, tabele. ICERI proceedings. ISBN 978-84-09-63010-3. ISSN 2340-1095. <https://library.iated.org/view/MULLER2024GAM>, DOI: [10.21125/iceri.2024.1498](https://doi.org/10.21125/iceri.2024.1498). [COBISS.SI-ID [239569667](#)]
  - LETONJA, Marina, VILMAN, Zineta. Potrebna znanja in veščine za prenos družinskih podjetij med generacijami = Knowledge and skills needed for the transfer of family businesses between generations. V: OVIN, Rasto (ur.), LAZAR, Nuša (ur.). *Znanje za prihodnost : monografija DOBA Fakultete 2021*. Maribor: DOBA Fakulteta za uporabne poslovne in družbene študije, 2021. Str. 17-42. Zbirka Spoznanja iz ekonomskih ter uporabnih poslovnih in družbenih študij. ISBN 978-961-7061-11-6. <https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije>. [COBISS.SI-ID [97296899](#)]
  - LETONJA, Marina, VUKASOVIČ, Tina, AŠANIN GOLE, Pedja. Entrepreneurial corporate social responsibility towards employees and the local community. V: AŠANIN GOLE, Pedja (ur.). *Entrepreneurial and communicative mind in action*. Harlow: Pearson, cop. 2021. Str. 40-53, ilustr. ISBN 978-1-800-06427-0. [COBISS.SI-ID [69542915](#)]
  - LETONJA, Marina, VUKASOVIČ, Tina. Načrtovanje sprememb v družinskem podjetju v obdobju digitalizacije : študija primera. V: OVIN, Rasto (ur.), et al. *Digitalne kompetence ranljivih skupin za povečanje njihove zaposljivosti na trgu dela : znanstvena monografija DOBA fakultete 2021*. Maribor: Doba fakulteta za uporabne poslovne in družbene študije: = Doba Business School, 2021. Str. 181-192. ISBN 978-961-7061-10-9. <https://www.fakulteta.doba.si/upload/Znanstvena%20monografija.pdf>. [COBISS.SI-ID [125608963](#)]
  - VADNJAL, Jaka, LETONJA, Marina. *Podjetje, družina in prihodnost v družinskem podjetju*. Ljubljana: GEA College - Fakulteta za podjetništvo, 2023. 149 str., ilustr. ISBN 978-961-6347-84-6. [COBISS.SI-ID [142961923](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 12. 1. 2026

# UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                            |
|----------------------|----------------------------|
| <b>Predmet:</b>      | Razvoj zaposlenih          |
| <b>Course title:</b> | Human Resource Development |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                        | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje: Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                 | /                             | 3rd                     | /                    |

## Vrsta predmeta / Course type

Izbirni/Elective

## Univerzitetna koda predmeta / University course code:

RZA

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

## Nosilec predmeta / Lecturer:

dr. Živa Veingerl Čič

## Jeziki /

## Predavanja / Lectures:

Slovenski, angleški, hrvaški/Slovene, English, Croatian

## Languages:

## Vaje / Tutorial:

Slovenski, angleški, hrvaški/Slovene, English, Croatian

## Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

/

## Prerequisites:

/

## Vsebina:

- Koncept, cilji in proces strateškega razvoja zaposlenih
- Pomen učenja in razvoja v organizacijah (vloga L&D v podporo organizacijski strategiji, razlika med tradicionalnim izobraževanjem in sodobnim učenjem, povezava med znanjem, kompetencami in uspešnostjo)
- Neuroznanost v učenju (kako možgani sprejemajo, shranjujejo in uporabljajo znanje, pozornost, motivacija, čustva in učenje, napake kot vir učenja in razvoj miselnosti rasti, teorije učenja)
- Identificiranje razvojnih potreb (identificiranje potreb po usposabljanju, analiza kompetenc in vrzeli, metode, oblikovanje in izvajanje programov usposabljanja ter evalvacija programov usposabljanja)
- Karierni razvoj (onboarding, vrste kariere, karierni razvoj in razvoj nasledstev, razvoj vodij)

## Content (Syllabus outline):

- The concept, goals, and process of strategic employee development
- The importance of learning and development in organizations (the role of L&D in supporting organizational strategy, the difference between traditional training and modern learning, the relationship between knowledge, competencies, and performance)
- Neuroscience in learning (how the brain receives, stores, and applies knowledge; attention, motivation, emotions and learning; mistakes as a source of learning and growth mindset development; learning theories)
- Identifying development needs (training needs assessment, competence and gap analysis, methods, design and implementation of training programs, and evaluation of training programs)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>- Agilni pristopi k razvoju zaposlenih</li> <li>- Digitalno in samousmerjeno učenje (E-učenje, mikroučenje in platforme za učenje, personalizacija učenja z uporabo tehnologije)</li> <li>- Individualno upravljanje uspešnosti</li> <li>- Evalvacija ukrepov razvoja zaposlenih (modeli merjenja uspešnosti, prenos naučenega v prakso (KPI), stroški in učinki razvoja zaposlenih)</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>- Career development (onboarding, types of careers, career development and succession planning, leadership development)</li> <li>- Agile approaches to employee development</li> <li>- Digital and self-directed learning (e-learning, microlearning and learning platforms, personalized learning through technology)</li> <li>- Individual performance management</li> <li>- Evaluation of employee development measures (performance measurement models, transfer of learning into practice, KPIs, costs and effects of employee development)</li> <li>-</li> </ul> |
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### Temeljni literatura in viri / Readings:

#### Obvezna literature in viri:

- Veingerl Čič, Ž. (2025). Razvoj zaposlenih – izbrana poglavja, Gradivo za študente. DOBA Fakulteta.
- Boštjančič, E. & Petrovčič, A. (2020). Kako spodbujati zaposlene: Psihološki pristopi od A do Ž, Znanstvena založba Filozofske fakultete Univerze v Ljubljani, Poglavja 8, 9, 10, 12, 13, 14, 18, 20, 21, 25.
- Boštjančič, E. (2025). Kako spodbujati zaposlene: Psihološki pristopi od A do Ž (3. knjiga), Znanstvena založba Filozofske fakultete Univerze v Ljubljani, Poglavja 3, 8, 13, 15, 16.

#### Cilji in kompetence:

##### Študentje bodo:

- spoznali in razumeli koncept, vlogo ter strateški pomen razvoja zaposlenih za uspešnost posameznikov, timov in organizacij;
- usvojili teoretična in praktična znanja s področja sodobnih pristopov razvoja zaposlenih ter jih povezovali z dejanskimi poslovnimi in delovnimi izzivi;
- razumeli pomen vseživljenjskega učenja, nevroznanstvenih vidikov učenja ter osebne rasti za zagotavljanje ustrezne kompetentnosti na področju poklicnega delovanja;
- poznali sodobne pristope načrtovanja kariere, onboardinga, načrtovanja nasledstev ter razvoja vodij;
- razumeli trende in izzive razvoja zaposlenih v kontekstu digitalizacije, agilnih pristopov, samousmerjenega učenja ter platform za e-učenje in mikroučenje;
- poznali in uporabljali različne metode ugotavljanja razvojnih potreb, načrtovanja, oblikovanja ter izvajanja razvojnih in izobraževalnih programov;
- bili sposobni načrtovati, implementirati in evalvirati programe razvoja in usposabljanja zaposlenih v organizacijah;
- razumeli pristope individualnega upravljanja uspešnosti ter znali povezati razvoj zaposlenih z organizacijskimi cilji, merjenjem učinkov (npr. KPI) in modeli evalvacije (npr. Kirkpatrick);
- razvili sposobnost (samo)refleksije, oblikovanja poklicne identitete in delovanja skladno s profesionalno etiko;

#### Objectives and competences:

##### Students will:

- understand the concept, role, and strategic importance of employee development for the performance of individuals, teams, and organizations;
- acquire theoretical and practical knowledge of contemporary approaches to employee development and relate it to real business and workplace challenges;
- understand the importance of lifelong learning, neuroscience-based principles of learning, and personal growth for maintaining professional competence;
- know modern approaches of career planning, onboarding, succession planning, and leadership development;
- understand trends and challenges in employee development in the context of digitalization, agile approaches, self-directed learning, and platforms for e-learning and microlearning;
- know and apply various methods of identifying development needs, planning, designing, and implementing development and training programmes;
- be capable of planning, implementing, and evaluating employee development and training programmes within organizations;
- understand individual performance management approaches and link employee development with organizational goals, effect measurement (e.g., KPIs), and evaluation models (e.g., Kirkpatrick);
- develop the ability for (self)reflection, formation of professional identity, and acting in accordance with professional ethics;

razvili sposobnost kritičnega mišljenja ter na tej osnovi ustvarjali nove ideje, rešitve in izboljšave na področju razvoja zaposlenih.

- develop critical thinking skills and, on that basis, generate new ideas, solutions, and improvements in the field of employee development.

#### Predvideni študijski rezultati:

#### Intended learning outcomes:

Študentje bodo:

- poznali in razumeli vlogo, pomen in cilje razvoja zaposlenih za uspešno delovanje organizacij;
- znali identificirati potrebe po razvoju zaposlenih ter oblikovati, implementirati in evalvirati programe razvoja zaposlenih in usposabljanja;
- znali uporabljati sodobne pristope kariernega razvoja, onboardinga, načrtovanja nasledstev in razvoja vodij v organizacijskem kontekstu ter jih bodo znali povezati s strateškimi cilji organizacije;
- znali ovrednotili učinke obstoječih praks na področju razvoja zaposlenih v organizacijah ter predlagati izboljšave;
- znali prepoznati sodobne trende in izzive na področju razvoja zaposlenih (npr. digitalizacija, agilni pristopi, e-učenje) ter pojasniti njihov pomen za organizacije.

Students will:

- know and understand the role, importance, and objectives of employee development for effective organisational performance;
- be able to identify employee development needs and design, implement, and evaluate employee development and training programmes;
- be able to apply contemporary approaches to career development, onboarding, succession planning, and leadership development within an organisational context and link them to the organisation's strategic goals;
- be able to assess the effects of existing employee development practices in organisations and propose improvements;
- be able to recognise contemporary trends and challenges in employee development (e.g., digitalisation, agile approaches, e-learning) and explain their relevance for organisations.

#### Metode poučevanja in učenja:

#### Learning and teaching methods:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)

**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju

**Individualno delo:** naloge, študij literature in virov, refleksija, samoocenjevanje, pisni izdelki, delo v virtualnem učnem okolju

Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

**Frontal instruction:** lectures with active participation of students (explanation, discussion, case solving)

**Collaborative group work:** project work, teamwork, work in the virtual environment

**Individual work:** assignments, study of literature and resources, reflection, self-evaluation, papers, work in the virtual learning environment

The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within the virtual learning environment.

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

#### Assessment:

##### Sprotno preverjanje in ocenjevanje znanja

- Krajši pisni izdelki
- Daljši pisni izdelki
- Online test

45 %  
30 %  
25 %

##### Continuous knowledge assessment

- Shorter written assignments
- Longer written assignments
- Written exam

##### Končno preverjanje in ocenjevanje znanja

- Pisni izpit
- Drugo: Seminarska naloga

60 %  
40 %

##### Final knowledge assessment

- Written exam
- Other: Seminar paper

#### Reference nosilca / Lecturer's references:

1. TENJI, Tibor, VEINGERL ČIČ, Živa, DIVJAK, Marko. Exploring lean culture: organisational psychology insights and relevance from a systematic literature review. *The international journal of productivity and performance*

- management*. [Print ed.]. 2025, no. 11, vol. 74, str. 68-92. ISSN 1741-0401. <https://www.emerald.com/ijppm/article/74/11/68/1310129/Exploring-lean-culture-organisational-psychology>. [COBISS.SI-ID [257406211](#)], [SNIP]
2. DIVJAK, Marko, VEINGERL ČIČ, Živa. How to enhance the employee well-being at work?. *International journal of management, knowledge and learning*. [Spletna izd.]. 2021, vol. 10, str. 109-114, tabele. ISSN 2232-5697. <https://toknowpress.net/ISSN/2232-5697/10.109-114.pdf>, DOI: [10.53615/2232-5697.10.109-114](https://doi.org/10.53615/2232-5697.10.109-114). [COBISS.SI-ID [73859587](#)]
  3. OVIN, Rasto, DIVJAK, Marko, VEINGERL ČIČ, Živa, MAČEK, Anita. Elderly population and labour market stabilization in Europe : the case of Slovenia. *Naše gospodarstvo : revija za aktualna gospodarska vprašanja*. [Tiskana izd.]. 2021, letn. 67, št. 2, str. 40-48, tabele. ISSN 0547-3101. <http://ng-epf.si/index.php/ngoe/article/viewFile/263/246>, DOI: [10.2478/ngoe-2021-0011](https://doi.org/10.2478/ngoe-2021-0011). [COBISS.SI-ID [70201603](#)]
  4. VEINGERL ČIČ, Živa, ČANČER, Vesna, ŠAROTAR ŽIŽEK, Simona. Considering nonlinear connections in the individual performance management model. *Acta economica : časopis za ekonomiju*. 2020, vol. 18, no. 32, str. 9-35. ISSN 1512-858X. <http://ae.ef.unibl.org/index.php/AE/article/view/406>, DOI: [10.7251/ACE2032009C](https://doi.org/10.7251/ACE2032009C). [COBISS.SI-ID [25453059](#)]
  5. MAČEK, Anita, MURG, Michael, VEINGERL ČIČ, Živa. Kakšne so koristi uvedbe robotske procesne avtomatizacije v bankah = What benefits will robotic process automation bring to banking?. *Bančni vestnik : revija za denarništvo in bančništvo*. [Tiskana izd.]. jan./feb. 2020, letn. 69, št. 1/2, str. 20-24. ISSN 0005-4631. [COBISS.SI-ID [20478467](#)]
  6. VEINGERL ČIČ, Živa, VUJICA-HERZOG, Nataša, MAČEK, Anita. Individual work performance management model. *International journal of simulation modelling*. Mar. 2020, vol. 19, no. 1, str. 112-122, ilustr. ISSN 1726-4529. [http://www.ijssimm.com/view\\_articles.html](http://www.ijssimm.com/view_articles.html), DOI: [10.2507/IJSIMM19-1-507](https://doi.org/10.2507/IJSIMM19-1-507).
  7. VEINGERL ČIČ, Živa, MULEJ, Matjaž, NEDELKO, Zlatko, ŠAROTAR ŽIŽEK, Simona. Model managementa individualne delovne uspešnosti za pametna (proizvodna) podjetja. *Izzivi managementu : revija o izzivih in dosežkih sodobnega managementa*. [Tiskana izd.]. okt. 2020, letn. 7, št. 2, str. 12-22, 52, ilustr. ISSN 2350-5435. <http://sam-d.si/revija/letnik-12-stevilka-2-oktober-2020/>. [COBISS.SI-ID [44212227](#)]
  8. ŠAROTAR ŽIŽEK, Simona, NEDELKO, Zlatko, MULEJ, Matjaž, VEINGERL ČIČ, Živa. Key performance indicators and industry 4.0 - a socially responsible perspective. *Naše gospodarstvo : revija za aktualna gospodarska vprašanja*. [Tiskana izd.]. 2020, letn. 66, št. 3, str. 22-35, ilustr. ISSN 0547-3101. <https://content.sciendo.com/view/journals/ngoe/66/3/article-p22.xml>, DOI: [10.2478/ngoe-2020-0015](https://doi.org/10.2478/ngoe-2020-0015). [COBISS.SI-ID [31903491](#)]
  9. KOLENC, Vesna, VEINGERL ČIČ, Živa. Stališča študentov do učnih gradiv v e-izobraževanju. V: et al. *Sodobni vidiki e-izobraževanja v visokem šolstvu : znanstvena monografija*. Maribor: DOBA fakulteta za uporabne poslovne in družbene študije, 2023. Str. 51-80, tabele. ISBN 978-961-7061-13-0. [COBISS.SI-ID [193021443](#)]
  10. VEINGERL ČIČ, Živa, BOBEK, Samo, ŠAROTAR ŽIŽEK, Simona. The difference between individual work performances in researched countries. V: BIRDIE, Arvind K. (ur.). *Cross-cultural exposure and connections : intercultural learning for global citizenship*. Oakville (ON); Palm Bay (FL): Apple Academic Press, cop. 2021. Str. 97-125, graf. prikazi. 21st century business management. ISBN 978-1-77188-812-7, ISBN 978-1-77463-502-5, ISBN 978-0-42927-596-8. [COBISS.SI-ID [27537667](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, pregled 5. 12. 2025

### UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                                                                                       |
|----------------------|---------------------------------------------------------------------------------------|
| <b>Predmet:</b>      | Strateško načrtovanje v turističnih podjetjih in organizacijah in njihovo upravljanje |
| <b>Course title:</b> | Strategic Planning and Management of Tourism Companies and Organisations              |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                                                           | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje:<br>Menedžment; Menedžment v sodobnem poslovanju; Marketing, družbeni mediji in odnosi z javnostmi; Marketing in digitalno komuniciranje; Menedžment v socialni in izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Management; Contemporary Business Management; Marketing, Social Media and PR; Marketing and Digital Communication; Management in Social and Education Sector; Applied Psychology                                    | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

izbirni/elective

**Univerzitetna koda predmeta / University course code:**

SNT

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Amadea Dobovišek

**Jeziki /**
**Predavanja / Lectures:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**
**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

/

**Prerequisites:**

/

**Vsebina:**

- Stanje in trendi na trgu turističnih podjetij v svetu;
- Oblikovanje strategije in ponudbe v turističnem podjetju;
- Vrste turističnih podjetij in njihov vpliv na lokalno gospodarstvo;
- Priložnosti in nevarnosti na turističnem trgu, ter globalne spremembe;
- Pojavne razlike med različnimi lastniškimi in upravljalnimi strukturami turističnega podjetja;
- Upravljanje podjetij in posameznikov v turizmu;
- Organizacijske strukture in poslovne funkcije turističnih podjetij;
- Opredelitev posameznih oddelkov v turističnem podjetju;
- Strateške povezave in poslovno povezovanje turističnih organizacij z okoljem in drugimi organizacijami;
- Dejavniki in procesi, ki vplivajo na poslovanje organizacije turističnega podjetja;

**Content (Syllabus outline):**

- Situation and trends of the global tourism industry;
- Formulating the strategy and offer of a tourism company;
- Types of tourism companies and their impact on the local economy;
- Threats and opportunities in the tourism market and global changes;
- Differences between the different ownership and management structures of a tourism company;
- Corporate and individual governance in tourism;
- Organisational structures and business functions of tourism companies;
- Definition of the different departments in a tourism company;
- Strategic links and business integration of tourism organisations with the environment and other organisations;
- Factors and processes affecting the performance of a tourism company;

|                                                                                                                               |                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Usklajevanje poslovne strategije s poslovnim okoljem na področju turizma.</li> </ul> | <ul style="list-style-type: none"> <li>• Aligning the business strategy with the business environment in the field of tourism.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

#### Temeljni literatura in viri / Readings:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Prosojnice webinarjev nosilke predmeta v power pointu</li> <li>2. Dobovišek, A. (2019) Uvod v razumevanje sodobnih tržnih razmer. DOBA Fakulteta</li> <li>3. Dobovišek, A. (2022) Ustvarjanje vrednosti v luči sodobne tržne paradigme. DOBA Fakulteta</li> <li>4. Strategija slovesnega turizma 2022-2028</li> <li>5. Uvod v ekonomiko turizma: Študijsko gradivo, 2011. Alič, A., &amp; Cviki, H. Maribor: Višja strokovna šola za gostinstvo in turizem, Poglavlje 8, 9, 10, 11, 12 in 13; strani od 37 – 59.</li> <li>6. Dobovišek, A. (2019) Interakcije s kupci. DOBA Fakulteta</li> </ol> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- razumevanje načrtovanja v turističnem podjetju in sposobnost kompleksne analize;
- poznavanje lastniških, upravljaljskih in organizacijskih struktur ter poslovnih funkcij turističnega podjetja;
- sposobnost oblikovanja strategije in ponudbe v turističnem podjetju;
- poznavanje trendov na trgu turističnih podjetij v svetu;
- sposobnost prepoznavanja priložnosti in nevarnosti na turističnem trgu;
- sposobnost vodenja, koordiniranja in načrtovanja poslovnega procesa;
- sposobnost razumevanja in razvijanja svobodne podjetniške pobude;
- uporaba metodoloških orodij, tj. izvajanje, koordiniranje in organiziranje raziskav, uporaba raznih raziskovalnih metod in tehnik;
- sposobnost timskega dela;
- razvoj refleksije ob upoštevanju lokalne, nacionalne in globalne ravni;
- razvoj znanja, veščin in stališč za vseživljenjsko učenje;
- razvoj sposobnosti interdisciplinarnega mišljenja in sodelovanja;
- sposobnost učenja na osnovi relevantnih virov z različnih področij teorije in prakse;
- spodbujanje vključevanja napredne tehnologije pri učenju in proučevanju družbenih in poslovnih študij.

#### Objectives and competences:

During the course, students develop the following general and subject-specific competencies:

- understanding of planning in a tourism company and the ability to analyse complex issues;
- knowledge of the ownership, management and organisational structures and business functions of a tourism company;
- the ability to formulate the strategy and offer in a tourism company;
- familiarity with the situation and trends of the global tourism industry;
- the ability to identify threats and opportunities in the tourism market;
- the ability to manage, coordinate and plan the business process;
- the ability to understand and develop free entrepreneurial initiative;
- use of methodological tools, i.e. conducting, coordinating and organising research, use of various research methods and techniques;
- teamwork skills;
- development of reflection at local, national and global levels;
- development of knowledge, skills and attitudes for lifelong learning;
- development of interdisciplinary thinking and collaboration skills;
- the ability to learn from relevant sources in different fields of theory and practice;
- promoting the integration of advanced technologies in learning and the study of social and business research.

#### Predvideni študijski rezultati:

Znanje in razumevanje:

Študent bo:

- pripravil analizo priložnosti in nevarnosti na turističnem trgu;
- oblikoval strategijo nastopa turističnega podjetja/organizacije na novih turističnih trgih;
- znal opredeliti in izkoristiti stanje in trende na trgu turističnih podjetij in organizacij za nastop na turističnem trgu;

#### Intended learning outcomes:

Knowledge and understanding:

The students will:

- prepare an analysis of threats and opportunities in the tourism market;
- formulate a strategy for the tourism company's/organisation's presence in new tourism markets;
- be able to identify and take advantage of the situation and trends in the market of tourism companies and organisations in order to be competitive in the tourism market;

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• razumel pomen strateških povezav in poslovnega povezovanje turističnih organizacij z okoljem in drugimi organizacijami;</li> <li>• razumel in ustrezno uporabljal različne metode in tehnike za upravljanje s spremembami ter orodja za obvladovanje sprememb;</li> <li>• znal razviti, implementirati in evalvirati načrt uvajanja sprememb v turističnem podjetju/organizaciji;</li> <li>• znal presoditi izbiro uporabe različnih orodij glede na zastavljene poslovne cilje organizacije;</li> <li>• znal uporabiti analitike in merjenja učinkovitosti uvajanja novih storitev na trge ter tehnike evalvacij.</li> </ul> | <ul style="list-style-type: none"> <li>• understand the importance of strategic links and business integration of tourism organisations with the environment and other organisations;</li> <li>• understand and appropriately apply different change management methods and techniques and change management tools;</li> <li>• be able to develop, implement and evaluate a change management plan for a tourism company/organisation;</li> <li>• be able to make the right choice on the use of different tools in the light of the organisation's business objectives;</li> <li>• be able to apply analytics and performance measurement techniques to the introduction of new services to the market as well, as evaluation techniques.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)  
**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju  
**Individualno delo:** naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki, delo v virtualnem učnem okolju  
**Sodelovanje gostujočega predavatelja**

#### Learning and teaching methods:

**Frontal instruction:** lectures with active participation of students (explanation, discussion, problem-solving)  
**Teamwork:** project work, teamwork, work in the virtual learning environment  
**Individual work:** assignments, study of literature and resources, research and development work, reflection, self-assessment, public speaking, papers, work in the virtual learning environment  
**Visiting lecturer**

| Načini ocenjevanja:                              | Delež (v %) /<br>Weight (in %) | Assessment:                                    |
|--------------------------------------------------|--------------------------------|------------------------------------------------|
| <u>Sprotno preverjanje in ocenjevanje znanja</u> |                                | Type (examination, oral, coursework, project): |
| • Krajši pisni izdelki                           | 60                             | • Shorter written assignments                  |
| • Daljši pisni izdelki                           | 40                             | • Longer written assignments                   |
| <u>Končno preverjanje in ocenjevanje znanja</u>  |                                | <u>Final knowledge assessment</u>              |
| • Pisni izpit                                    | 60                             | • Written exam                                 |
| • Drugo: Seminarska naloga                       | 40                             | • Other: Seminar paper                         |

#### Reference nosilca / Lecturer's references:

- DOBOVIŠEK, Amadea. Kako uspeti na novem geografskem trgu?. V: CVIKL POSTRUŽNIK, Natalie (ur.), TOURE ZAGRAJŠEK, Karidia (ur.). *Evolucija komuniciranja : od posredovanja do povezovanja : zbornik 10. slovenske konference o odnosih z javnostmi, Podčetrtek, [19.-21. oktober 2006]*. Ljubljana: Slovensko društvo za odnose z javnostmi, 2006. Str. 68-69. ISBN 961-90870-4-6, ISBN 978-961-90870-4-6. [COBISS.SI-ID [512774448](#)]
- DOBOVIŠEK, Amadea. The quality of sales force management in Slovenian companies. V: AŠANIN GOLE, Pedja (ur.), VUKASOVIČ, Tina (ur.). *The future of global business and marketing: how will smart companies deal with challenges and opportunities? : reviewed extended abstracts of the 10th International Scientific Conference of the Doba Business School*. Free electronic ed. Maribor: Doba Business School: = Doba Fakulteta za uporabne poslovne in družbene študije, 2020. Str. 34-37. Book collection Lessons from economic and applied business and social studies. ISBN 978-961-7061-08-6. <https://www.fakulteta.doba.si/doba-znanja/raziskave/monografije>. [COBISS.SI-ID [34917379](#)]
- DOBOVIŠEK, Amadea. Testing the top management view about consistency of sales force control systems. V: AŠANIN GOLE, Pedja (ur.). *Turn innovative ideas into reality : reviewed extended abstracts of the 8th International Scientific Conference of the DOBA Business School*. Maribor: Doba business school: = Doba fakulteta za uporabne poslovne in družbene študije, 2018. Str. 109-112. Book collection Lessons from economic and applied business and social studies. ISBN 978-961-7061-00-0. [https://www.fakulteta.doba.si/upload/pdf\\_dokumenti/turn\\_innovative\\_ideas\\_into\\_reality\(1\).pdf](https://www.fakulteta.doba.si/upload/pdf_dokumenti/turn_innovative_ideas_into_reality(1).pdf). [COBISS.SI-ID [513048368](#)]
- DOBOVIŠEK, Amadea. The consistency of sales force control systems: management judgement = Konsistentnost kontrolnih sistemov prodajnih kadrov: pogled menedžmenta. V: AŠANIN GOLE, Pedja (ur.), MAČEK, Anita (ur.). *Izzivi uporabnih poslovnih in družbenih študij : monografija Doba fakultete 2018 = Challenges of applied*

- business and social studies : 2018 monograph of the Doba Business School*. Maribor: Doba Fakulteta za uporabne poslovne in družbene študije: = Doba Business School, 2018. Str. 256-269. Zbirka Spoznanja iz ekonomskih ter uporabnih poslovnih in družbenih študij. ISBN 978-961-7061-01-7. [COBISS.SI-ID [513045040](#)]
- DOBOVIŠEK, Amadea. *Sodobna turistična propaganda s posebnim ozirom na turistično propagando zdravilišča Rogaška Slatina : diplomska naloga*. Ljubljana: FSPN, 1987. 183 str. [COBISS.SI-ID [947549](#)]
  - DOBOVIŠEK, Amadea. *Trideželni park Goričko - Raab - Órség = Trinational park Goričko - Raab - Órség*. 2. ponatis. [Grad]: Krajinski park Goričko, 200?. 6 str. (zgibanka), ilustr. [COBISS.SI-ID [1530242](#)]
  - DOBOVIŠEK, Amadea. *Nova tržna paradigma globalnega sveta. Smo jo dojeli? Smo nanjo pripravljeni? : prispevek na 4. kongresu podjetnikov Slovenije, 29. - 30. maj 2015, Portorož*. Portorož, 2015. [COBISS.SI-ID [512777264](#)]
  - DOBOVIŠEK, Amadea. *Strategija nastopa na italijanskem trgu za Terme Maribor : predstavitev na 2. projektni dnevi EPF, "Turizem - projekti prihodnosti", 4. in 5. april 2006*. Maribor, 2006. [COBISS.SI-ID [512776496](#)]
  - DOBOVIŠEK, Amadea, AŠANIN GOLE, Pedja. *Efficiency of managerial practices in Slovenia and its main export partners in the global competitiveness framework : plenary lecture on International Scientific Conference on Economics and Management - EMAN 2017 "Global Challenges", Ljubljana, March 30th, 2017*. [COBISS.SI-ID [512955184](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 12. 1. 2026

# UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                     |
|----------------------|---------------------|
| <b>Predmet:</b>      | Športna psihologija |
| <b>Course title:</b> | Sport Psychology    |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                  | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje:<br>Menedžment v sodobnem poslovanju;<br>Marketing, družbeni mediji in odnosi z<br>javnostmi; Menedžment v socialni in<br>izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Contemporary<br>Business Management; Marketing, Social<br>Media and PR; Management in Social and<br>Education Sector; Applied Psychology                                   | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

ŠPS

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

Matej Lunežnik

**Jeziki /  
Languages:**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški, srbski/Slovene, English, Croatian, Serbian

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški, srbski/Slovene, English, Croatian, Serbian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

/

**Prerequisites:**

/

**Vsebina:**

Pomen psihologije v športu. Predmet in metode psihologije športa. Oblike delovanja športnega psihologa. Temeljne psihološke zakonitosti v procesu učenja in treniranja. Motivacija in fokus v športu. Spoznavanje stresne situacije v športu. Tehnike in načini sproščanja. Predštartna priprava in načini predštartne rutine. Čustveni procesi izzvani s športno dejavnostjo. Agresivnost in frustracije v športu. Kognitivne sposobnosti in uspeh v športu. Vrednote v vrhunskem športu. Psihologija skupinskih športov. Socialna klima in harmonija v moštvi športnikov (skupina, procesi v skupini, socialne norme, konformiranje, prisiljevanje, ugotavljanje strukture skupine, vodenje ip.). Trener in njegova osebnost ter vključevanje psihologa v strokovni športni team. Učinkoviti načini vodenja športnika in ekipe.

**Content (Syllabus outline):**

The meaning of psychology in sport. Sport psychology methods. The principals of how a sport psychologist functions. Basic psychological rules in the process of learning and training. Motivation and focus in sport. Stressful situations in sport – introduction. Techniques and manners of relaxation. Prestart preparation and ways of prestart routine. Emotional processes as a result of sports activity. Aggressiveness and frustrations in sport. Cognitive abilities and success in sport. Values in the top performance sport. The psychology of team sports. Social atmosphere and harmony in the sports team (group and its processes, social norms, conformity, imposing, structure of group, leadership etc.). The coach and his personality, implementing a psychologist into a professional sport team. Effective ways of guiding a sportsman and a team.

**Temeljni literatura in viri / Readings:**

- 1) TUŠAK, M. (2001) Psihologija športa. Znanstveni institut Filozofske fakultete. Ljubljana
- 2) Lunežnik, M. (2023). Spoznajmo možnosti športne psihologije. Webinar@ Blackboard.DOPA Fakultet - interno gradivo, prosojnice.
- 3) Posnetek webinarja 1 nosilca predmeta Mateja Lunežnika z naslovom Spoznajmo možnosti športne psihologije@Blackboard.DOPA Fakulteta

#### Cilji in kompetence:

Študentje bodo pridobili naslednje splošne in predmetno-specifične kompetence:

- razumevanje umeščenosti in vloge psihologije v širšem družbenem in poslovnem okolju,
- razumevanje temeljnih zakonitosti človeškega mišljenja, čustvovanja in vedenja ter sposobnost analize, sinteze in implementacije rešitev za krepitev optimalnega funkcioniranja posameznikov, skupin in organizacij,
- razumevanje pomena vseživljenjskega učenja in osebne rasti za zagotavljanje ustrezne kompetentnosti na področju poklicnega delovanja,
- empatičnost in komunikacijska odprtost, občutljivost za socialne situacije ter razumevanje in spoštovanje različnosti.
- poznavanje pomena psihologije v športu ter vloge športnega psihologa v procesu priprave na treninge in tekmovanja;
- razumevanje temeljnih psiholoških značilnosti v procesu učenja in treniranja;
- poznavanje in razumevanje vloge pravilne motivacije ter s tem povezane temeljne teorije in sisteme motivacije;
- usposobljenost za postavljanje fokusa v tekmovalni situaciji;
- razumevanje zakonitosti stresne situacije v športu ter zmožnost uporabe osnovnih vaj za sproščanje;
- zmožnost načrtovanja priprave športnika na štart;
- usposobljenost za oblikovanje vrednot pri športnikih v vrhunskem športu;
- poznavanje negativnih in pozitivnih psiholoških razsežnosti ter usmerjanje vpliva na uspešnost športnika (agresivnost - anksioznost);
- poznavanje možnosti za ustvarjanje pravilne socialne klime in harmonije v ekipi športnikov, še posebej v tekmovalnem obdobju;
- razumevanje možnosti modificiranja trenerjevega in športnikovega vedenja in osebnostnih značilnosti, ki zagotavljajo dobre konstruktivne odnose, uspešno treniranje in optimalen dosežek.

#### Predvideni študijski rezultati:

Študent bo:

- Poznal in razumel osnovna psihološka orodja in intervencije za uporabo v športu.
- Znal pripraviti praktični načrt predštartne priprave športnika za določeno športno panogo.

#### Objectives and competences:

Students learn about the importance of psychology in sports. They learn about the subject and methods and the role of the sports psychologist in the process of preparation for training and competitions. They learn to identify the underlying psychological characteristics in the learning and coaching process. They learn about the role of proper motivation and related underlying theories and systems of motivation. They gain the knowledge of placing focus in a competitive situation. They will learn the principles of a stressful situation in sports and learn how to use basic relaxation exercises. They gain knowledge of how to prepare an athlete to start. They are trained to set values in athletes in high-end sports.

They acquire the knowledge to understand the importance of psychological preparation for training and competitions. They are confronted with examples from practice and gain insight into the performance of top athletes.

They familiarise themselves with negative and positive psychological dimensions and direction of influence onto the success of sportsman (aggressiveness – anxiety). They recognise possibilities for the creation of correct social climate and harmony in the team of sportsmen, particularly in the competitive season. They get to know possibilities to modify coaching behaviour and personal characteristics, which guarantee good, constructive relationships, successful training and optimal achievements.

#### Intended learning outcomes:

Student will:

- Understanding and recognizing the importance of methodology in the psychology of sport and the role of psychological tools in sport.

- Znal izbrati in predstaviti primerno tehniko sproščanja za obvladanje stresne situacije pri športniku.

- Ability to prepare a pre-start preparation plan for an athlete. The student will need to prepare a practical plan for pre-start preparation for a specific sports industry.
- Ability to handle the stressful situation of an athlete at the moment of competition. The student will introduce one of the relaxation techniques.

#### Metode poučevanja in učenja:

Interaktivna predavanja  
Aktivno skupinsko delo  
Samostojno delo študentov

Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

#### Learning and teaching methods:

Interactive frontal method  
Active group work  
Individual work

The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within a virtual learning environment.

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

#### Assesment:

|                                                  |      |                                        |
|--------------------------------------------------|------|----------------------------------------|
| <u>Sprotno preverjanje in ocenjevanje znanja</u> |      | <u>Continuous knowledge assessment</u> |
| ▪ Krajši pisni izdelki                           | 20 % | ▪ Shorter written assignments          |
| ▪ Daljši pisni izdelki                           | 30 % | ▪ Longer written assignments           |
| ▪ Pisni izpit                                    | 50 % | ▪ Written exam                         |
| <u>Končno preverjanje in ocenjevanje znanja</u>  |      | <u>Final knowledge assessment</u>      |
| ▪ Pisni izpit                                    | 70 % | ▪ Written exam                         |
| ▪ Projektna naloga                               | 30 % | ▪ Project assignment                   |

#### Reference nosilca / Lecturer's references:

- LUNEŽNIK, Matej. Pozornost in koncentracija v primerjavi z uspešnostjo v alpskem smučanju med starejšimi deklicami in dečki. *Šport : revija za teoretična in praktična vprašanja športa*. 2015, letn. 63, št. 3/4, str. 29-33, ilustr. ISSN 0353-7455. [COBISS.SI-ID [4794289](#)]
- LUNEŽNIK, Matej. Program krepitev zdravja kot eden izmed možnih ukrepov za varovanje in promocijo zdravja na delovnem mestu v organizacijah. *Delo + varnost : revija za varstvo pri delu in varstvo pred požarom*. dec. 2011, letn. 56, št. 6, str. 35-36, ilustr. ISSN 0011-7943. [COBISS.SI-ID [1851239](#)]
- LUNEŽNIK, Matej. *Dnevnik šampiona*. 1. izd. Maribor: samozal., 2013. 100 str., ilustr. ISBN 978-961-276-907-9. [COBISS.SI-ID [271142912](#)]
- LUNEŽNIK, Matej. Mentalni trener - psihične spretnosti. *Vrhunski dosežek : raziskovalno glasilo o vzdržljivosti, moči in kondiciji*. nov./dec. 2008, letn. 13, str. 22-24. ISSN 1408-0435. [COBISS.SI-ID [245563648](#)]
- LUNEŽNIK, Matej. Vloga zaznavanja in pozornosti v alpskem smučanju. *Vrhunski dosežek : raziskovalno glasilo o vzdržljivosti, moči in kondiciji*. nov./dec. 2006, letn. 11, str. 4-7, ilustr. ISSN 1408-0435. [COBISS.SI-ID [236763136](#)]
- LUNEŽNIK, Matej. Koncentracija na startu - da ali ne!?. *Vrhunski dosežek : raziskovalno glasilo o vzdržljivosti, moči in kondiciji*. jan./feb. 2004, letn. 9, str. 4-5. ISSN 1408-0435. [COBISS.SI-ID [225221120](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 12. 7. 2022

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                    |
|----------------------|--------------------|
| <b>Predmet:</b>      | Socialni marketing |
| <b>Course title:</b> | Social Marketing   |

| Študijski program in stopnja<br>Study programme and level                                                                                                                                                  | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Visokošolski strokovni programi prve stopnje:<br>Menedžment v sodobnem poslovanju;<br>Marketing, družbeni mediji in odnosi z<br>javnostmi; Menedžment v socialni in<br>izobraževanju; Uporabna psihologija | /                             | 3.                      | /                    |
| Bachelor Programme - 1st cycle: Contemporary<br>Business Management; Marketing, Social<br>Media and PR; Management in Social and<br>Education Sector; Applied Psychology                                   | /                             | 3rd                     | /                    |

**Vrsta predmeta / Course type**

Izbirni/Elective

**Univerzitetna koda predmeta / University course code:**

SOM

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 40                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

mag. Anita Hrast

**Jeziki /  
Languages:**

**Predavanja / Lectures:**

Slovenski, angleški, hrvaški, srbski/Slovene, English, Croatian, Serbian

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški, srbski/Slovene, English, Croatian, Serbian

**Pogoji za vključitev v delo oz. za opravljanje študijskih  
obveznosti:**

Zaželeno znanje angleškega jezika

**Prerequisites:**

Knowledge of English desirable

**Vsebina:**

V okviru predmeta bo obdelana naslednja vsebina:

- socialno-marketingški koncepti: družbeni, socialni in neprofitni marketing
- razvoj, značilnosti in področja uporabe socialnega marketinga
- socialni marketing in okolje, teorija družbene menjave
- vidiki socialnega marketinga in njegova vloga pri doseganju družbenih sprememb
- socialno-marketingški modeli in procesi razvoja programov socialnega marketinga
- elementi marketinškega spleta na področju socialnega marketinga in načrtovanje socialno-marketingških kampanj

**Content (Syllabus outline):**

The course will cover the following content:

- Socio-marketing concepts: social, societal and non-profit marketing
- Development, characteristics, and areas of application of social marketing
- Social marketing and environment, theory of social exchange
- Aspects of social marketing and its role in achieving social change
- Social marketing models and processes of development of social marketing programmes
- Elements of the marketing mix in the field of social marketing and planning of social marketing campaigns

**Temeljni literatura in viri / Readings:**

1. Izbrana poglavja iz učbenikov / Selected chapters from textbooks:

- Basil, D. Z., Diaz-Meneses, G. in Basil, M. D. (ur.). (2019). *Social Marketing in Action: Cases from Around the World*. Springer.

- Dietrich, T., Kubacki, K. in Rundle-Thiele, S. (2017). *Segmentation in Social Marketing: Process, Methods and Application* (T. Dietrich, K. Kubacki, & S. Rundle-Thiele (Ur.)). Springer.
  - Galan-Ladero, M. M. in Alves, H. M. (Ur.). (2019). *Case Studies on Social Marketing: A Global Perspective*. Springer.
  - Kotler, P. in Lee, N.R. (2019). *Social Marketing: Behavior Change for Social Good*. SAGE Publications.
  - Truong, V.D., Saunders, S.G. in Dong, X. D. (2019). Systems Social Marketing: A Critical Appraisal. *Journal of Social Marketing*, 9(2), 180–203. <https://doi.org/10.1108/JSOCM-06-2018-0062>
2. Izbrani aktualni članki / Selected current articles:
- Fiore, M., Vrontis, D., Silvestri in R., Contò, F. (2016). Social Media and Societal Marketing: A Path for a Better Wine? *Journal of Promotion Management*, 22(2), 268-279.
  - David, P., & Rundle-Thiele, S. (2019). Rethinking Behaviour Change: A Dynamic Approach in Social Marketing. *Journal of Social Marketing*, 9(2), 252–268.
3. Spletni viri / Online resources
- Dular-Radovan, A., Cijan, N., Ekar, N. in Pirc, H. (2019). *Na kratko: socialni marketing*. RTV Slovenija.
  - Social Marketing (n.d.). *Social Marketing: Supercharge Your Social Impact: Using Social Marketing for Behavior Change*. Social Marketing University.

#### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- spoznali in razumeli bodo temeljne pojme s področja socialnega marketinga in socialnega oglaševanja (*social cause advertising*);
- znali bodo uporabiti strategije in tehnike socialnega marketinga za doseganje družbenih ciljev in promocijo socialnih tem v družbi (npr. v okviru programov za promocijo zdravja, okoljevarstvenih programov in številnih drugih programov za spodbujanje prosocialnih vedenj);
- osposobili se bodo za samostojno uporabo metodoloških orodij za snovanje, izvajanje, vodenje in organiziranje aktivnosti s področja socialnega marketinga ter njihovega evalviranja;
- razvili bodo strateško naravnost do programov prosocialnega vedenja (visoka sposobnost načrtovanja, evalvacije in gledanja v prihodnost, anticipiranje razvoja dogodkov, ločevanja bistvenega od nebistvenega in iskanja trajnejših rešitev temeljnih problemov);
- razvili bodo sposobnost timskega in skupinskega dela (vodenje tima in/ali skupine, pripravljenost na sodelovanje, kooperativnost, upoštevanje mnenj drugih in izpolnjevanje dogovorjene vloge v okviru tima in skupine);
- razvili bodo sprejemanje odgovornosti za svetovanje, načrtovanje in izvajanje procesov socialnega marketinga ter njegove uporabe v neprofitnih organizacijah, javnem in tudi zasebnem sektorju;
- sposobnost razumevanja uporabe marketinga za spodbujanje prosocialnih vedenj;
- znanje za ustrezno uporabo procesov uporabe ključnih strokovnih, profesionalnih in etičnih načel pri načrtovanju in implementaciji programov socialnega marketinga.

#### Predvideni študijski rezultati:

#### Objectives and competences:

Students will acquire the following general and subject-specific competencies in the course:

- Get to know and understand the fundamental concepts in the field of social marketing and social cause advertising;
- Be able to use social marketing strategies and techniques to achieve social goals and promote social issues in society (e.g. in the context of health promotion programmes, environmental protection programmes, and numerous other programmes to promote prosocial behaviour);
- Be able to independently use methodological tools for the design, implementation, management, and organization of activities in the field of social marketing and their evaluation;
- Develop a strategic orientation towards prosocial behaviour programmes (high ability to plan, evaluate and look to the future, anticipate developments, separate the essential from the insignificant, and find longer-lasting solutions to fundamental problems);
- Develop the ability to work in a team and in a group (team and / or group leadership, willingness to participate, cooperate, take into account the views of others and fulfil an agreed role within the team and group);
- Develop acceptance of responsibility for consulting, planning and implementation of social marketing processes and its use in non-profit organizations, public and private sector;
- Ability to understand the use of marketing to promote prosocial behaviours;
- Knowledge of the appropriate use of processes for the application of key professional, expert and ethical principles in the planning and implementation of social marketing programmes.

#### Intended learning outcomes:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Študent/-ka bo:</p> <ul style="list-style-type: none"> <li>• razumel temeljne koncepte socialnega marketinga;</li> <li>• razumel pomembnost socialnega marketinga za organizacije (podjetja) kot sestavnega dela konceptov korporativne družbene odgovornosti;</li> <li>• samostojno uporabljal metodološka orodja za samostojno snovanje, izvajanje, vodenje in organiziranje aktivnosti s področja socialnega marketinga ter njihovega evalviranja;</li> <li>• sposoben načrtovati in izvajati procese s področja socialnega marketinga za doseganje družbeno pomembnih ciljev;</li> <li>• razumel procese uporabe ključnih strokovnih, profesionalnih in etičnih načel pri načrtovanju in implementaciji programov socialnega marketinga;</li> <li>• kritično reflektiral družbeno stvarnost in njene analize v korelaciji z organizacijskim ravnanjem ter prosocialnimi vedenji..</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of social marketing;</li> <li>• Understand the importance of social marketing for organizations (companies) as an integral part of the concepts of corporate social responsibility;</li> <li>• Independently use methodological tools for independent design, implementation, management, and organization of activities in the field of social marketing and their evaluation;</li> <li>• Able to plan and implement processes in the field of social marketing to achieve socially important goals;</li> <li>• Understand the processes of applying key professional, expert and ethical principles in the planning and implementation of social marketing programmes;</li> <li>• Critically reflect on social reality and its analysis in correlation with organizational behaviour and prosocial behaviours.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Metode poučevanja in učenja:

#### Learning and teaching methods:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Frontalno delo:</b> predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)</p> <p><b>Sodelovalno delo:</b> projektno delo, timsko delo, delo v virtualnem učnem okolju</p> <p><b>Individualno delo:</b> naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki, delo v virtualnem učnem okolju</p> <p>Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.</p> | <p><b>Frontal instruction:</b> lectures with active participation of students (explanation, discussion, solving cases)</p> <p><b>Collaborative group work:</b> project work, teamwork, work in the virtual learning environment</p> <p><b>Individual work:</b> assignments, study of literature and resources, development and research work, reflection, self-assessment, public appearance, written products, work in the virtual learning environment</p> <p>The defined teaching and learning methods in distance learning are adequately supported by modern information and communication tools and complemented by effective approaches to teaching and learning in the virtual learning environment.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Načini ocenjevanja:                                                                                                                                                                                                                                                                                                                     | Delež (v %) /<br>Weight (in %)                  | Assessment:                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Sprotno preverjanje in ocenjevanje znanja</u></p> <ul style="list-style-type: none"> <li>▪ Krajši pisni izdelki</li> <li>▪ Daljši pisni izdelki</li> </ul> <p><u>Končno preverjanje in ocenjevanje znanja</u></p> <ul style="list-style-type: none"> <li>▪ Pisni izpit</li> <li>▪ Drugo: Aplikativna seminarska naloga</li> </ul> | <p>40 %</p> <p>60 %</p> <p>60 %</p> <p>40 %</p> | <p><u>Continuous knowledge assessment</u></p> <ul style="list-style-type: none"> <li>▪ Shorter written assignments</li> <li>▪ Longer written assignments</li> </ul> <p><u>Final knowledge assessment</u></p> <ul style="list-style-type: none"> <li>▪ Written exam</li> <li>▪ Other: Applicative seminar paper</li> </ul> |

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- MULEJ, Matjaž, HRAST, Anita, POTOČAN, Vojko, EĆIMOVIĆ, Timi, ŽENKO, Zdenka. Sustainable future replaces sustainable development concept by systemic behavior via social responsibility. *International journal of continuing engineering education and life-long learning*. 2017, vol. 27, no. 1/2, str. 147-159. ISSN 1560-4624. [COBISS.SI-ID [12647964](#)]
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Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 12. 7. 2022

| UČNI NAČRT PREDMETA / COURSE SYLLABUS |                               |
|---------------------------------------|-------------------------------|
| <b>Predmet:</b>                       | Spletne in mobilne aplikacije |
| <b>Course title:</b>                  | Web and Mobile Applications   |

| Študijski program in stopnja<br>Study programme and level               | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Dodiplomski visokošolski študijski program<br>INFORMATIKA IN MENEDŽMENT | /                             | 3.                      | 6.                   |
| INFORMATICS AND MANAGEMENT - Bachelor<br>Programme - 1 st cycle         | /                             | 3rd                     | 6th                  |

**Vrsta predmeta / Course type**

Izbirni/elective

**Univerzitetna koda predmeta / University course code:**

SIM

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 0                  | 30               | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Sanja Brekalo

**Jeziki /**

**Languages:**

**Predavanja /**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Za uspešno sledenje predmetu Spletne in mobilne aplikacije mora študent imeti osnovna znanja, pridobljena pri predmetu Spletno programiranje. Študent mora imeti logično razmišljanje, sposobnost reševanja problemov in sposobnost samostojnega razvoja spletnih aplikacij ter prehoda na razvoj mobilnih aplikacij.

**Vsebina:**

Predmet nadgrajuje Spletno programiranje in se osredotoča na napredne spletne tehnologije, mobilno optimizacijo in razvoj hibridnih aplikacij.

1. Napredni razvoj frontenda – Komponentni razvoj z uporabo sodobnega frontend ogrodja (npr. React, Vue.js, Angular).
2. Mobilna optimizacija – Responsive design (CSS Grid, Flexbox, Bootstrap) in uvod v PWA.
3. Delo z API-ji – Pridobivanje podatkov prek REST API-jev, avtentikacija in varnost.
4. Hibridne mobilne aplikacije – Razlike med nativnimi, spletnimi in hibridnimi aplikacijami, uvod v razvoj hibridnih aplikacij z uporabo frameworkov, kot so React Native, Flutter ali drugi.
5. Zaključni projekt – Razvoj spletne ali mobilne aplikacije z API integracijo in optimizacijo za mobilne naprave.

Ob zaključku predmeta bodo študenti sposobni razvijati sodobne spletne in mobilne aplikacije, prilagojene poslovnim potrebam.

**Prerequisites:**

To successfully follow the Web and Mobile Applications course, the student should have basic knowledge acquired in the course Web Programming. The student should possess logical thinking, problem-solving skills, and the ability to independently develop web applications and transition into mobile development.

**Content (Syllabus outline):**

This course builds upon Web Programming, focusing on advanced web technologies, mobile optimization, and hybrid application development.

1. Advanced Frontend Development – Component-based development using a modern frontend framework (e.g., React, Vue.js, Angular).
2. Mobile Optimization – Responsive design (CSS Grid, Flexbox, Bootstrap) and an introduction to PWA.
3. Working with APIs – Fetching data via REST APIs, authentication, and security best practices.
4. Hybrid Mobile Applications – Differences between native, web, and hybrid applications, introduction to hybrid app development using frameworks such as React Native, Flutter, or others.
5. Final Project – Developing a web or mobile application with API integration and mobile optimization.

By the end of the course, students will be able to develop modern web and mobile applications tailored to business needs.

### Temeljni literatura in viri / Readings:

1. Gough, J., Bryant, D., & Auburn, M. (2022). Mastering API Architecture: Design, Operate, and Evolve API-Based Systems (1st Edition). O'Reilly Media.
2. Sakhniuk, M., & Boduch, A. (2024). React and React Native: Build cross-platform JavaScript and TypeScript apps for the web, desktop, and mobile (5th Edition). Packt Publishing.
3. Šumak, B., Pušnik, M. (2021). *Izbrana poglavja sodobnih spletnih tehnologij in programskih ogrodij za razvoj front-end rešitev - interno gradivo*. Maribor: Fakulteta za elektrotehniko, računalništvo in informatiko.
4. Šumak, B., Pušnik, M. (2021). *Zbrano učno gradivo s praktičnimi primeri za predmet Razvoj spletnih sistemov*. Maribor: Fakulteta za elektrotehniko, računalništvo in informatiko.

### Cilji in kompetence:

#### Splošne kompetence:

- Razumevanje naprednih konceptov spletnega in mobilnega razvoja ter njihove vloge v digitalni preobrazbi podjetij.
- Kritično razmišljanje pri izbiri ustreznih tehnologij za razvoj sodobnih spletnih in mobilnih aplikacij.
- Sposobnost timskega dela in učinkovite komunikacije pri razvoju kompleksnih programskih rešitev.
- Prilagodljivost in vseživljenjsko učenje, s poudarkom na hitro razvijajočih se tehnologijah mobilnega in spletnega programiranja.
- Razumevanje pomena kibernetske varnosti in etičnih vidikov pri integraciji API-jev in razvoju mobilnih aplikacij.

#### Predmetno-specifične kompetence:

- Obvladovanje komponentnega razvoja z uporabo sodobnih frontend ogrodij (npr. React, Vue.js, Angular) pri razvoju interaktivnih aplikacij.
- Usposobljenost za optimizacijo mobilnih aplikacij, vključno z odzivnim oblikovanjem (CSS Grid, Flexbox, Bootstrap) in uvajanjem progresivnih spletnih aplikacij (PWA).
- Uporaba REST API-jev za pridobivanje podatkov, avtentikacijo uporabnikov in zagotavljanje varnosti spletnih in mobilnih aplikacij.
- Sposobnost razvoja hibridnih mobilnih aplikacij, z razumevanjem razlik med nativnimi, spletnimi in hibridnimi aplikacijami ter uporabo tehnologij, kot sta React Native, Flutter ali druge.
- Razvoj celovite spletne ali mobilne aplikacije, ki vključuje API integracijo in optimizacijo za mobilne naprave, skladno s poslovnimi potrebami.

### Predvideni študijski rezultati:

#### Znanje in razumevanje:

- Razložiti napredne koncepte razvoja frontenda, vključno s komponentno arhitekturo in uporabo sodobnih ogrodij, kot so React, Vue.js ali Angular.
- Uporabiti tehnike odzivnega oblikovanja (CSS Grid, Flexbox, Bootstrap) in implementirati progresivne spletne aplikacije (PWA) za mobilno optimizacijo.
- Uporabiti REST API-je za pridobivanje podatkov, avtentikacijo uporabnikov in uporabo varnostnih najboljših praks v spletnih in mobilnih aplikacijah.

### Objectives and competences:

#### 1 General Competences:

- Understanding advanced concepts of web and mobile development and their role in digital business transformation.
- Critical thinking in selecting appropriate technologies for modern web and mobile application development.
- Ability to work in teams and communicate effectively in the development of complex software solutions.
- Adaptability and lifelong learning, focusing on rapidly evolving technologies in web and mobile programming.
- Understanding the importance of cybersecurity and ethical considerations in API integration and mobile application development.

#### Subject-Specific Competences:

- Mastery of component-based development using modern frontend frameworks (e.g., React, Vue.js, Angular) for building interactive applications.
- Proficiency in mobile application optimization, including responsive design (CSS Grid, Flexbox, Bootstrap) and the implementation of Progressive Web Applications (PWA).
- Application of REST APIs for data retrieval, user authentication, and security best practices in web and mobile applications.
- Ability to develop hybrid mobile applications, understanding the differences between native, web, and hybrid apps, and working with technologies such as React Native or Flutter.
- Development of a complete web or mobile application, including API integration and mobile optimization, aligned with business requirements.

### Intended learning outcomes:

#### Knowledge and understanding:

- Explain advanced concepts of frontend development, including component-based architecture and the use of modern frameworks such as React, Vue.js, or Angular.
- Apply responsive design techniques (CSS Grid, Flexbox, Bootstrap) and implement Progressive Web Applications (PWA) for mobile optimization.
- Utilize REST APIs for data retrieval, user authentication, and applying security best practices in web and mobile applications.

- Razlikovati med nativnim, spletnim i hibridnim mobilnim aplikacijama i izabrati odgovarajuće tehnologije, kao što su React Native ili Flutter, za razvoj hibridnih aplikacija.
- Razviti funkcionalno spletno ili mobilno aplikaciju, koja uključuje povezanost API-ja i mobilnu optimizaciju i prilagođena poslovnim zahtjevima.

#### Metode poučavanja i učenja:

- Differentiate between native, web, and hybrid mobile applications and select appropriate technologies such as React Native or Flutter for hybrid app development.
- Develop a functional web or mobile application that integrates API connectivity and mobile optimization to meet business requirements.

#### Learning and teaching methods:

**Frontalno delo:** predavanja s aktivnom učešćem studenata (objašnjenje, diskusija, rješavanje primjera)  
**Sodelovalno delo:** projektno delo, timsko delo, delo u virtualnom učnom okruženju  
**Individualno delo:** zadatci, studij literature i izvora, refleksija, samoocjenjivanje, pisanje izdanka, delo u virtualnom učnom okruženju  
 Opređeljene metode poučavanja i učenja su pri studiju na daljinu odgovarajuće podržane s suvremenim informacijsko-komunikacijskim orodjima i dopunjene s učinkovitim pristupima poučavanja i učenja u virtualnom učnom okruženju.

**Frontal approach:** lectures with active participation of students (explanation, discussion, case solving)  
**Collaborative approach:** project work, team work, work in virtual environment  
**Individual approach:** tasks, study of literature and resources, reflection, self-evaluation, written products, work in virtual learning environment  
 The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within a virtual learning environment.

#### Načini ocjenjivanja:

Delež (v %) /  
Weight (in %)

#### Assessment:

| <u>Sprotno preverjanje in ocenjevanje znanja</u>                                                                                                                       |            | <u>Continuous knowledge assessment</u>                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Naloge na vajah (praktične naloge)                                                                                                                                  | 20 %       | 1. In-class assignments (practical tasks)                                                                                                                                  |
| 2. Dva teoretična testa                                                                                                                                                | 15 % +15 % | 2. Two theoretical tests                                                                                                                                                   |
| 3. Zaključni projekt (razvoj i oddaja celovite spletne ili mobilne aplikacije, koja uključuje API integraciju, mobilnu optimizaciju i odgovarajuće sigurnosne prakse). | 50 %       | 3. Final project (Development and submission of a complete web or mobile application, including API integration, mobile optimization, and appropriate security practices). |
| <u>Končno preverjanje in ocenjevanje znanja</u>                                                                                                                        |            | <u>Final knowledge assessment</u>                                                                                                                                          |
| 1. Pisni izpit                                                                                                                                                         | 50 %       | 1. Written exam                                                                                                                                                            |
| 2. Praktična projektna naloga                                                                                                                                          | 50 %       | 2. Practical project assignment                                                                                                                                            |

#### Reference nosilca / Lecturer's references:

- Brekalo, Sanja; Pap, Klaudio; Trstenjak, Bruno  
Enhancing Rendering Performance in Complex Visualizations by using Optimization Techniques and Algorithms in Browser Environments // Engineering, technology and applied science research, 14 (2024), 3; 14049-14055. doi: 10.48084/etasr.7201
- Brekalo, Sanja ; Knok, Željko  
Digital technology application in production of labels and stickers in rolls // Zbornik radova sa Znanstveno stručnog skupa Tiskarstvo 2010. Zagreb: FotoSoft (FS), 2010
- Knok, Željko ; Pap, Klaudio ; Brekalo, Sanja ; Hrnić, Marko Obrada RTG snimaka pomoću programskog jezika Python // Zbornik radova, Printing&Design 2020. Zagreb: FotoSoft (FS), 2020. str. 189-189
- Brekalo, SanjaOptimizacija digitalne grafičke pripreme korištenjem skriptnih jezika / dr. sc. Klaudio Pap (mentor). Zagreb, Sveučilište u Zagrebu Grafički fakultet, 2015
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VIZUALIZACIJA NUMERIČKIH PODATAKA U GRAFIKONIMA NA MREŽNIM STRANICAMA KORIŠTENJEM JAVASCRIPT BIBLIOTEKA // Tiskarstvo & Dizajn, Zagreb, Hrvatska, 12.06.2024-13.06.202
- Brekalo, Sanja ; Pap, Klaudio ; Nevenka, Breslauer  
Utjecaj vrste tvrdog diska na vrijeme izvršavanja skriptnih zadataka prilikom optimizacije digitalne grafičke pripreme // Tiskarstvo & dizajn 2016.. Zagreb: FotoSoft (FS), 2016. str. 43-49
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Usporedba značajki web animacija kreiranih u SVG, HTML5 Canvas i Flash tehnologijama // Zbornik radova Međimurskog veleučilišta u Čakovcu, 4 (2013), 2; 29-37.
- Brekalo, Sanja ; Vrtarić, Matija

Optimizacija web stranica za internet pretraživače // Zbornik radova Međimurskog veleučilišta u Čakovcu, 2 (2011), 2; 21-25

Vir: CRORIS, <https://www.croris.hr/crosbi/searchByContext/2/5235>, dostop 13. 3. 2025

| UČNI NAČRT PREDMETA / COURSE SYLLABUS |                        |
|---------------------------------------|------------------------|
| <b>Predmet:</b>                       | Grafično programiranje |
| <b>Course title:</b>                  | Graphic Programming    |

| Študijski program in stopnja<br>Study programme and level               | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Dodiplomski visokošolski študijski program<br>INFORMATIKA IN MENEDŽMENT | /                             | 3.                      | 6.                   |
| INFORMATICS AND MANAGEMENT -<br>Bachelor Programme - 1 st cycle         | /                             | 3rd                     | 6th                  |

**Vrsta predmeta / Course type**

Izbirni/elective

**Univerzitetna koda predmeta / University course code:**

GRP

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 0                  | 30               | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Sanja Brekalo

**Jeziki /**

**Languages:**

**Predavanja /**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Za uspešno sledenje predmetu Grafično programiranje mora študent imeti opravljen predmet Spletno programiranje.  
Študent mora imeti logično razmišljanje, sposobnost reševanja problemov ter sposobnost oblikovanja in razvoja interaktivnih uporabniških vmesnikov in vizualizacije podatkov z uporabo low-code orodij.

**Prerequisites:**

To successfully follow the Graphic Programming course, the student has to course Web Programming.  
The student should possess logical thinking, problem-solving skills, and the ability to design and develop interactive user interfaces and data visualizations using low-code tools.

**Vsebina:**

Ta predmet pokriva UI/UX oblikovanje, vizualizacijo podatkov in low-code vizualni razvoj poslovnih aplikacij.

1. UI/UX oblikovanje – Osnove uporabniške izkušnje in oblikovanja vmesnikov, vizualna hierarhija, delo z orodji, kot so Figma, Adobe XD, Penpot ali druge alternative.
2. Vizualizacija podatkov in interaktivnost – Ustvarjanje podatkovno podprtih nadzornih plošč in interaktivnih vizualnih elementov z orodji, kot so Chart.js, D3.js, SVG in CSS animacije.
3. Uvod v orodja, kot so Appian, OutSystems, PowerApps – Low-code razvoj poslovnih rešitev in integracija podatkovnih baz.
4. Zaključni projekt – Razvoj interaktivne poslovne nadzorne plošče, ki združuje UI/UX principe, vizualizacijo podatkov in interaktivnost.

**Content (Syllabus outline):**

This course covers UI/UX design, data visualization, and low-code visual development of business applications.

1. UI/UX Design – Fundamentals of user experience and interface design, visual hierarchy, working with tools such as Figma, Adobe XD, Penpot, or other alternatives.
2. Data Visualization and Interactivity – Creating data-driven dashboards and interactive visual elements using tools such as Chart.js, D3.js, SVG, and CSS animations.
3. Introduction to tools such as Appian, OutSystems, PowerApps – Low-code development of business solutions and database integration.
4. Final Project – Development of an interactive business dashboard integrating UI/UX principles, data visualization, and interactivity.

## Temeljni literatura in viri / Readings:

1. Lorusso, G. (2023). The Ultimate Handbook for Product Design with Artificial Intelligence: A Comprehensive Guide to AI and UX/UI Design. Independently published.
2. Helzle, S. (2022). Low-Code Application Development with Appian: The practitioner's guide to high-speed business automation at enterprise scale using Appian. Packt Publishing.
3. Krug, S. (2014). Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability. New Riders.
4. Weston, M., & Bárcena Martín, E. (2023). Learn Microsoft Power Apps: The Definitive Handbook for Building Solutions with Power Apps to Solve Your Business Needs (2nd ed.). Packt Publishing.

## Cilji in kompetence:

### Splošne kompetence:

- Razumevanje digitalnih tehnologij in njihove vloge v poslovnih aplikacijah, s poudarkom na podatkovno podprtem odločanju in načelih uporabnosti.
- Kritično razmišljanje pri analizi potreb uporabnikov in izbiri ustreznih digitalnih orodij, ki omogočajo učinkovito razvijanje interaktivnih poslovnih rešitev.
- Sposobnost timskega dela in učinkovite komunikacije, ki podpira sodelovalno načrtovanje in razvoj digitalnih produktov.
- Prilagodljivost in vseživljenjsko učenje, glede na hiter razvoj digitalnega oblikovanja, vizualizacijskih tehnologij in low-code razvoja.

### Predmetno-specifične kompetence:

- Obvladovanje osnov UI/UX oblikovanja, vključno z vizualno hierarhijo in uporabo orodij, kot so Figma, Adobe XD in Penpot.
- Usposobljenost za vizualizacijo podatkov, z uporabo knjižnic, kot sta Chart.js in D3.js, za prikaz kompleksnih informacij skozi grafe in nadzorne plošče.
- Uporaba SVG grafike in CSS animacij za izboljšanje uporabniških vmesnikov in ustvarjanje interaktivnih elementov.
- Sposobnost razvoja low-code poslovnih rešitev, z integracijo podatkovnih baz v platforme, kot so Appian, OutSystems in PowerApps.
- Razvoj interaktivne poslovne nadzorne plošče, ki združuje UI/UX oblikovanje, vizualizacijo podatkov in interaktivnost za podporo poslovnemu odločanju.

## Predvideni študijski rezultati:

### Znanje in razumevanje:

- Razložiti temeljna načela UI/UX oblikovanja, vizualizacije podatkov in low-code razvoja aplikacij.
- Uporabiti sodobne UI/UX oblikovalske tehnike, vključno z vizualno hierarhijo in načeli uporabnosti.
- Razviti interaktivne vizualizacije podatkov in izboljšati uporabniške vmesnike z dinamičnimi grafičnimi elementi in animacijami.
- Ustvariti poslovne aplikacije z uporabo pristopov low-code razvoja.
- Oblikovati in razviti interaktivno poslovno nadzorno ploščo, ki združuje UI/UX oblikovanje, vizualizacijo podatkov in interaktivnost za podporo poslovnemu odločanju.

## Objectives and competences:

### General Competences:

- Understanding digital technologies and their role in business applications, with a focus on data-driven decision-making and usability principles.
- Critical thinking in analyzing user needs and selecting appropriate digital tools, ensuring effective development of interactive business solutions.
- Ability to work in teams and communicate effectively, supporting collaborative design and development of digital products.
- Adaptability and lifelong learning, given the rapid evolution of digital design, visualization technologies, and low-code development.

### Subject-Specific Competences:

- Mastery of UI/UX design fundamentals, including visual hierarchy and working with tools such as Figma, Adobe XD, and Penpot.
- Proficiency in data visualization, using libraries like Chart.js and D3.js to present complex information through charts and dashboards.
- Application of SVG graphics and CSS animations to enhance user interfaces and create interactive elements.
- Ability to develop low-code business solutions, integrating database connectivity with platforms like Appian, OutSystems, and PowerApps.
- Development of an interactive business dashboard, combining UI/UX design, data visualization, and interactivity to support business decision-making.

## Intended learning outcomes:

### Knowledge and understanding:

- Explain the fundamental principles of UI/UX design, data visualization, and low-code application development.
- Apply modern UI/UX design techniques, including visual hierarchy and usability principles.
- Develop interactive data visualizations and enhance user interfaces with dynamic graphical elements and animations.
- Create business applications using low-code development approaches.
- Design and develop an interactive business dashboard that integrates UI/UX design, data visualization, and interactivity to support business decision-making.

### Metode poučavanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)  
**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju  
**Individualno delo:** naloge, študij literature in virov, refleksija, samoocenjevanje, pisni izdelki, delo v virtualnem učnem okolju  
 Opredeljene metode poučavanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučavanja in učenja v virtualnem učnem okolju.

### Learning and teaching methods:

**Frontal approach:** lectures with active participation of students (explanation, discussion, case solving)  
**Collaborative approach:** project work, team work, work in virtual environment  
**Individual approach:** tasks, study of literature and resources, reflection, self-evaluation, written products, work in virtual learning environment  
 The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within a virtual learning environment.

### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

### Assessment:

| Sprotno preverjanje in ocenjevanje znanja                                                                                                                                                   |             | Continuous knowledge assessment                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Naloge na vajah (praktične naloge)                                                                                                                                                       | 20 %        | 1. In-class assignments (practical tasks)                                                                                                                                       |
| 2. Dva teoretična testa                                                                                                                                                                     | 10 % + 10 % | 2. Two theoretical tests                                                                                                                                                        |
| 3. Zaključni integrativni projekt (razvoj poslovne aplikacije z uporabo low-code pristopov, oblikovanje in razvoj projekta za UI/UX oblikovanje, vizualizacijo podatkov in interaktivnost). | 60 %        | 3. Final project (development of a business application using low-code approaches, design and development of a project for UI/UX design, data visualization, and interactivity) |
| Končno preverjanje in ocenjevanje znanja                                                                                                                                                    |             | Final knowledge assessment                                                                                                                                                      |
| 1. Pisni izpit                                                                                                                                                                              | 40 %        | 1. Written exam                                                                                                                                                                 |
| 2. Praktična projektna naloga                                                                                                                                                               | 60 %        | 2. Practical project assignment                                                                                                                                                 |

### Reference nosilca / Lecturer's references:

- Knok, Željko ; Pap, Klaudio ; Brekalo, Sanja ; Hrnič, Marko Obrada RTG snimaka pomoću programskog jezika Python // Zbornik radova, Printing&Design 2020. Zagreb: FotoSoft (FS), 2020. str. 189-189
- Brekalo, Sanja ; Pap, Klaudio ; Nevenka, Breslauer Omogućavanje izrade varijabilne grafičke pripreme koja uključuje izradu numeracije i montaže u programu Adobe InDesign korištenjem skriptnih tehnologija // Printing&Design19. Zagreb: FotoSoft (FS), 2019. str. 169-179
- Brekalo, Sanja ; Pap, Klaudio ; Knok, Željko Usporedba ExtendScript i JavaScript strojeva za Adobe InDesign CC aplikacije // Zbornik radova Printing&Design 2020. Zagreb: FotoSoft (FS), 2020. str. 190-190
- Knok, Željko ; Pap, Klaudio ; Brekalo, Sanja ; Hrnič, Marko Obrada RTG snimaka pomoću programskog jezika Python // Zbornik radova, Printing&Design 2020. Zagreb: FotoSoft (FS), 2020. str. 189-189
- Brekalo, Sanja ; Pap, Klaudio ; Knok, Željko HTML5 ekstenzije za Adobe InDesign CC aplikacije // Zbornik radova Međimurskog veleučilišta u Čakovcu, 11 (2020), 1; 7-16
- Kondić, Živko ; Knok, Željko ; Kondić, Veljko ; Brekalo, Sanja Risk Management in the Higher Education Quality Insurance System // Tehnički glasnik, 14 (2020), 1; 46-54. doi: 10.31803/tg-20200310141424
- Brekalo, Sanja ; Pap, Klaudio ; Nevenka, Breslauer Omogućavanje izrade varijabilne grafičke pripreme koja uključuje izradu numeracije i montaže u programu Adobe InDesign korištenjem skriptnih tehnologija // Printing&Design19. Zagreb: FotoSoft (FS), 2019. str. 169-179
- Brekalo, Sanja ; Pap, Klaudio ; Breslauer, Nevenka Omogućavanje obilježavanja ispravaka u tekstu u programu Adobe InDesign korištenjem skriptnih tehnologija // Polytechnic and design, 5 (2017), 2; 106-114. doi: 10.19279/TVZ.PD.2017-5-2-04
- Brekalo, Sanja ; Pap, Klaudio ; Stanić Loknar, Nikolina OPTIMISATION OF AUTOMATIC VARIABLE GRAPHIC LAYOUT AND IMPOSITION // Tehnički vjesnik = Technical gazette, 23 (2016), 1; 91-98. doi: 10.17559/TV-20140312131425
- Brekalo, Sanja ; Pap, Klaudio ; Nevenka, Breslauer Omogućavanje izrade varijabilne grafičke pripreme koja uključuje izradu numeracije i montaže u programu Adobe InDesign korištenjem skriptnih tehnologija // Printing&Design19. Zagreb: FotoSoft (FS), 2019. str. 169-179
- Brekalo, Sanja ; Pap, Klaudio ; Breslauer, Nenad Optimizacija procesa obrade fotografija u digitalnoj grafičkoj pripremi korištenjem skriptiranja // Zbornik radova Međimurskog veleučilišta u Čakovcu, 9 (2018), 2; 7-15

Vir: CRORIS, 12. 3. 2025, <https://www.croris.hr/crosbi/searchByContext/2/5235>

| UČNI NAČRT PREDMETA / COURSE SYLLABUS |                                 |
|---------------------------------------|---------------------------------|
| <b>Predmet:</b>                       | Uporabna umetna inteligenca     |
| <b>Course title:</b>                  | Applied Artificial Intelligence |

| Študijski program in stopnja<br>Study programme and level             | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-----------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Diplomski visokošolski študijski program<br>INFORMATIKA IN MENEDŽMENT | /                             | 3.                      | 6.                   |
| INFORMATICS AND MANAGEMENT - Bachelor<br>Programme - 1 st cycle       | /                             | 3rd                     | 6th                  |

**Vrsta predmeta / Course type**

Izbirni/elective

**Univerzitetna koda predmeta / University course code:**

UUI

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 0                  | 30               | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Miha Lavrič

**Jeziki /**

**Predavanja /**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Opravljeni predmeti Računalniško razmišljanje in osnove programiranja, Umetna inteligenca v poslovnem okolju in Poslovna informatika.

**Prerequisites:**

Completed courses: Computational Thinking and Programming Basics, Artificial Intelligence in Business, and Business Informatics.

**Vsebina:**

- Uvod v UI**
  - Definicija, zgodovina in ključni mejniki razvoja UI
  - Različne vrste modelov UI (nadzorovano, nenadzorovano učenje, NLP, računalniški vid)
  - Vloga in pomen UI v informatiki in menedžmentu
  - Uporaba UI v različnih panogah
  - Ekonomski, etični in družbeni vidiki UI
- Temelji strojnega učenja (SU)**
  - Nadzirano, nenadzirano in okrepljeno učenje
  - Priprava podatkov, izbira modelov in inženiring značilk
  - Prekomerno prilagajanje, podprilagajanje in vrednotenje modelov
  - Uvod v ključne UI okvire: TensorFlow, PyTorch, Scikit-learn
- Globoko učenje in nevronske mreže**
  - Osnove globokih učnih modelov
  - Konvolucijske nevronske mreže (CNN) za obdelavo slik
  - Rekurentne nevronske mreže (RNN) in transformatorji za obdelavo naravnega jezika
- Praktična uporaba UI v poslovanju in informatiki**
  - Avtomatizacija poslovnih procesov in odločanje s pomočjo UI

**Content (Syllabus outline):**

- Introduction to AI**
  - Definition, history, and key milestones in AI development
  - Different types of AI models (supervised, unsupervised learning, NLP, computer vision)
  - Role and significance of AI in informatics and management
  - Applications of AI across various industries
  - Economic, ethical, and social aspects of AI
- Fundamentals of Machine Learning (ML)**
  - Supervised, unsupervised, and reinforcement learning
  - Data preparation, model selection, and feature engineering
  - Overfitting, underfitting, and model evaluation
  - Introduction to key AI frameworks: TensorFlow, PyTorch, Scikit-learn
- Deep Learning and Neural Networks**
  - Basics of deep learning models
  - Convolutional Neural Networks for image processing
  - Recurrent Neural Networks and Transformers for natural language processing
- Practical Applications of AI in Business and Informatics**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Vloga UI v HR, marketingu, financah, zdravstvu, proizvodnji in storitvah</li> <li>• Uporaba ChatGPT in drugih LLM (Prompt Engineering)</li> <li>• Razvoj AI asistentov s pomočjo API-jev (OpenAI, Google Vertex AI)</li> <li>• Analiza podatkov z AI (Power BI, Tableau AI, AutoML)</li> <li>• UI za napovedno analitiko in poslovno inteligenco</li> </ul> <p><b>5. UI in upravljanje podatkov</b></p> <ul style="list-style-type: none"> <li>• Vloga velikih podatkov pri razvoju UI</li> <li>• Priprava in čiščenje podatkov</li> <li>• Pristranskost in pravičnost v modelih UI</li> </ul> <p><b>6. Etični in regulativni vidiki UI</b></p> <ul style="list-style-type: none"> <li>• Pojasnjevalnost in interpretacija modelov UI</li> <li>• Evropska regulativa in upravljanje UI</li> <li>• Varnost in zasebnost pri uporabi UI</li> <li>• Prihodnost UI in sodelovanje med ljudmi in stroji</li> </ul> <p><b>7. Zaključni projekt</b></p> <ul style="list-style-type: none"> <li>• Razvoj enostavne UI rešitve za realno poslovno ali informacijsko težavo</li> <li>• Analiza in predstavitev rezultatov</li> </ul> | <ul style="list-style-type: none"> <li>• AI-driven automation of business processes and decision-making</li> <li>• Role of AI in HR, marketing, finance, healthcare, manufacturing, and services</li> <li>• Use of ChatGPT and other LLMs (Prompt Engineering)</li> <li>• Developing AI assistants using APIs (OpenAI, Google Vertex AI)</li> <li>• Data analysis with AI (Power BI, Tableau AI, AutoML)</li> <li>• AI for predictive analytics and business intelligence</li> </ul> <p><b>5. AI and Data Management</b></p> <ul style="list-style-type: none"> <li>• Role of big data in AI development</li> <li>• Data preparation and cleansing techniques</li> <li>• Bias and fairness in AI models</li> </ul> <p><b>6. Ethical and Regulatory Aspects of AI</b></p> <ul style="list-style-type: none"> <li>• AI explainability and model interpretability</li> <li>• European AI regulations and governance</li> <li>• Privacy and security concerns in AI implementation</li> <li>• Future of AI and human-machine collaboration</li> </ul> <p><b>7. Final Project</b></p> <ul style="list-style-type: none"> <li>• Development of a simple AI solution for a real-world business or IT problem</li> <li>• Analysis and presentation of results</li> </ul> |
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#### Temeljni literatura in viri / Readings:

##### Knjige in učbeniki / Books & Texts

- Russell, S., & Norvig, P. (2020). *Artificial Intelligence: A Modern Approach*
- Chollet, F. (2021). *Deep Learning with Python*
- Iansiti, M., & Lakhani, K. (2020). *Competing in the Age of AI*
- Goodfellow, I., Bengio, Y., & Courville, A. (2016). *Deep Learning*
- Mitchell, T. (1997). *Machine Learning*

##### Članki in raziskave / Articles & Research Papers

- LeCun, Y., Bengio, Y., & Hinton, G. (2015). "Deep Learning," *Nature*
- Doshi-Velez, F., & Kim, B. (2017). "Towards A Rigorous Science of Interpretable Machine Learning," *arXiv*
- Bostrom, N. (2014). *Superintelligence: Paths, Dangers, Strategies*

##### Spletni viri / Online Resources

- Google AutoML: <https://cloud.google.com/automl>
- OpenAI API: <https://openai.com/api>
- Microsoft AI for Business: <https://www.microsoft.com/en-us/ai>
- Uradna dokumentacija/Official documentation TensorFlow in PyTorch

#### Cilji in kompetence:

Študenti bodo pridobili naslednje kompetence:

- Razumevanje temeljnih konceptov UI in njenih aplikacij.
- Poznavanje različnih načinov uporabe UI v poslovnem in tehničnem okolju.
- Razvoj UI strategij za optimizacijo operativnih procesov in poslovnih odločitev.
- Praktično znanje o implementaciji UI v poslovne procese in informacijske sisteme.
- Sposobnost implementacije modelov SU in vrednotenja njihove učinkovitosti.
- Znanje o uporabi orodij, kot so Python, ChatGPT API, Power BI AI, Google AutoML.
- Obvladovanje osnovnega kodiranja in uporabe UI tudi brez programiranja.

#### Objectives and competences:

Students will acquire the following competences:

- Understanding fundamental concepts of AI and its applications.
- Knowledge of various AI use cases in business and technical environments.
- Development of AI strategies to optimize operational processes and business decisions.
- Practical knowledge of implementing AI in business processes and information systems.
- Ability to implement ML models and evaluate their effectiveness.
- Proficiency in using tools such as Python, ChatGPT API, Power BI AI, Google AutoML.
- Mastery of basic coding and AI application, even without programming knowledge.

- Praktične izkušnje z orodji in okviri za umetno inteligenco (TensorFlow, PyTorch, Scikit-Learn).
- Kritično razmišljanje o etičnih in regulativnih vprašanjih UI.
- Sposobnost analize UI modelov in njihovega prilagajanja za poslovne potrebe.
- Razumevanje vpliva UI na družbo, zasebnost in regulativo.
- Sposobnost timskega dela pri projektih, povezanih z UI.
- Sodelovanje pri razvoju in implementaciji UI rešitev v poslovnem okolju.
- Samostojno in skupinsko reševanje realnih poslovnih in tehnoloških izzivov z UI.

#### **Predvideni študijski rezultati:**

##### Znanje in razumevanje

Ob uspešnem zaključku predmeta bodo študenti sposobni:

- Razumeti osnove UI in njene aplikacije v realnem svetu.
- Razložiti različne vrste UI modelov (nadzorovano, nenadzorovano, globoko učenje, NLP, računalniški vid).
- Razumeti vlogo UI v poslovnih procesih in informatiki.
- Prepoznati etične izzive pri uporabi UI in oblikovati odgovorne UI strategije.
- Razvijati in trenirati modele SU s pomočjo Pythona in ogrodij, kot so TensorFlow, PyTorch in Scikit-Learn.
- Pripraviti, očistiti in analizirati podatke za uporabo v modelih UI.
- Vrednotiti in optimizirati UI modele za poslovne aplikacije s pomočjo ustreznih metrik.
- Implementirati UI v različne poslovne in informacijske procese.
- Razviti in implementirati preproste UI rešitve s pomočjo orodij, kot so ChatGPT API, Power BI AI, Google AutoML.
- Uporabiti UI za avtomatizacijo procesov, napovedno analitiko in izboljšanje poslovnih odločitev.
- Oblikovati in prilagoditi UI modele za konkretne poslovne primere.
- Prepoznati etične in regulativne izzive pri uporabi UI.
- Razumeti problematiko pristranskosti in pravičnosti UI modelov ter možne rešitve.
- Spoznati zakonodajne okvire in regulacije, ki vplivajo na razvoj in implementacijo UI v Evropi in po svetu.
- Sodelovati v timskem delu na projektih UI.
- Samostojno ali v skupini razviti UI rešitev za konkretno poslovno ali informacijsko težavo.
- Kritično analizirati in predstaviti rezultate lastnega UI projekta.

- Hands-on experience with AI frameworks and tools (TensorFlow, PyTorch, Scikit-Learn).
- Critical thinking about ethical and regulatory issues in AI.
- Ability to analyze AI models and adapt them for business needs.
- Understanding the impact of AI on society, privacy, and regulation.
- Ability to work in teams on AI-related projects.
- Participation in the development and implementation of AI solutions in business environments.
- Independent and group problem-solving for real-world business and technological challenges using AI.

#### **Intended learning outcomes:**

##### Znanje in razumevanje

Upon successful completion of the course, the students will be able to:

- Understand the fundamentals of AI and its real-world applications.
- Explain different types of AI models (supervised, unsupervised, deep learning, NLP, computer vision).
- Understand the role of AI in business processes and informatics.
- Recognize ethical challenges in AI applications and develop responsible AI strategies.
- Develop and train ML models using Python and frameworks such as TensorFlow, PyTorch, and Scikit-Learn.
- Prepare, clean, and analyze data for use in AI models.
- Evaluate and optimize AI models for business applications using appropriate metrics.
- Implement AI in various business and IT processes.
- Develop and implement simple AI solutions using tools such as ChatGPT API, Power BI AI, Google AutoML.
- Apply AI for process automation, predictive analytics, and business decision-making.
- Design and adapt AI models for specific business scenarios.
- Identify ethical and regulatory challenges in AI applications.
- Understand issues related to bias and fairness in AI models and possible solutions.
- Become familiar with legislative frameworks and regulations affecting AI development and implementation in Europe and worldwide.
- Work effectively in teams on AI-related projects.
- Independently or collaboratively develop AI solutions for specific business or IT problems.
- Critically analyze and present the results of an AI project.
- Connect acquired AI knowledge with business strategies and digital transformation.

|                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>Povezovati pridobljeno znanje UI s poslovnimi strategijami in digitalno transformacijo.</li> </ul> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|

#### Metode poučevanja in učenja:

#### Learning and teaching methods:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Frontalno poučevanje/Webinarji:</b> Predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje realnih poslovnih in tehničnih primerov z UI).</p> <p><b>Praktične vaje:</b> Delo z UI orodji in API-ji (Python, TensorFlow, PyTorch, ChatGPT API, Power BI AI, Google AutoML), eksperimentiranje z UI.</p> <p><b>Sodelovalni pristop:</b> Skupinski projekti in timsko delo za simulacijo UI implementacije v podjetjih in drugih organizacijah.</p> <p><b>Projektno delo:</b> Oblikovanje, razvoj in predstavitev UI rešitve za izbran poslovni ali informacijski primer.</p> <p><b>Individualno delo:</b> Raziskovalne naloge, kodiranje in prilagajanje UI modelov, študij literature in samostojno eksperimentiranje z UI.</p> | <p><b>Lectures/Webinars:</b> Interactive sessions with active student participation (explanations, discussions, solving real-world business and technical AI cases).</p> <p><b>Practical exercises:</b> Hands-on work with AI tools and APIs (Python, TensorFlow, PyTorch, ChatGPT API, Power BI AI, Google AutoML), experimenting with AI.</p> <p><b>Collaborative approach:</b> Group projects and teamwork to simulate AI implementation in businesses and other organizations.</p> <p><b>Project-based learning:</b> Designing, developing, and presenting an AI solution for a selected business or IT case.</p> <p><b>Individual work:</b> Research assignments, coding and fine-tuning AI models, studying literature, and independently experimenting with AI.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

#### Assessment:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Sprotno preverjanje znanja</b></p> <ul style="list-style-type: none"> <li>Krajši pisni izdelki in analize primerov</li> <li>Praktične naloge z uporabo UI modelov</li> <li>Projektna naloga (predstavitev načrta UI projekta, razvoj UI rešitve in predstavitev rezultatov)</li> </ul> <p><b>Končno preverjanje in ocenjevanje znanja</b></p> <ul style="list-style-type: none"> <li>Pisni izpit</li> <li>Drugo: Projektna naloga</li> </ul> | <p>20 %</p> <p>20 %</p> <p>60 %</p> <p>40 %</p> <p>60 %</p> | <p><b>Continuous Assessment</b></p> <ul style="list-style-type: none"> <li>Short written assignments and case analyses</li> <li>Practical tasks using AI models</li> <li>Project assignment (presentation of AI project plan, development of an AI solution and presentation of results)</li> </ul> <p><b>Final knowledge assessment</b></p> <ul style="list-style-type: none"> <li>Written exam</li> <li>Other: project work</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Reference nosilca / Lecturer's references:

- Lavrič, Miha. A domain-independent review of explainable AI's role in facilitating innovation and creativity in organizations. V: Psychology in business world : reviewed extended abstracts of the 12th International Scientific Conference of the DOBA Business School. Free electronic ed. Maribor: DOBA Business School, 2025. 1 spletni vir (1 datoteka PDF (93 str.)). ISBN 978-961-7061-14-7
- MURŠEC, Dominika, ROZMAN, Urška, LAVRIČ, Miha, ŠOSTAR-TURK, Sonja. Evaluation of mobile applications in the field of environmental pollution. V: LORBER, Mateja (ur.), et al. *International Scientific Conference "Research and Education in Nursing" : book of abstracts : June 13th, 2024, Maribor, Slovenia*. 1st ed. Maribor: University of Maribor, University Press, 2024. Str. 23-24. ISBN 978-961-286-870-3. <https://press.um.si/index.php/ump/catalog/book/881>. [COBISS.SI-ID 199926787]
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Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 13. 3. 2025

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                              |
|----------------------|------------------------------|
| <b>Predmet:</b>      | Vodenje in ravnanje z ljudmi |
| <b>Course title:</b> | Human Resource Management    |

| Študijski program in stopnja<br>Study programme and level               | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Dodiplomski visokošolski študijski program<br>INFORMATIKA IN MENEDŽMENT | /                             | 3.                      | 6.                   |
| INFORMATICS AND MANAGEMENT - Bachelor<br>Programme - 1 st cycle         | /                             | 3rd                     | 6th                  |

**Vrsta predmeta / Course type**

Izbirni/elective

**Univerzitetna koda predmeta / University course code:**

VRL

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 30                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Živa Veingerl Čič

**Jeziki /**

**Predavanja / Lectures:** Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:** Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Temeljno znanje s področja poslovnega komuniciranja, vodenja in organiziranja.

**Prerequisites:**

Basic knowledge from the field of business communication, management, and organisation.

**Vsebina:**

- Management**
  - opredelitev managementa,
  - dejavniki in načela managementa,
  - proces managementa,
  - sprejemanje odločitev,
  - ravni managementa v organizaciji,
  - zgodovinski pregled razvoja managementa,
  - izzivi managementa za 21. stoletje – sprememba paradigme managementa.
- Temeljna izhodišča vodenja**
  - definiranje vodenja in procesa vodenja,
  - naloge in vloge vodij,
  - teorije, modeli in stili vodenja,
  - razlika med voditeljem in managerjem,
  - trendi vodenja za 21. stoletje.
- Vodenje in vodja**
  - vrste moči in vpliva,
  - vodenje in čustva,
  - interno komuniciranje,
  - motiviranje in razvoj zaposlenih
  - upravljanje konfliktov in reševanje problemov
  - upravljanje timov
- Upravljanje s človeškimi viri**
  - vloga upravljanja s človeškimi viri z vidika vodenja,
  - temeljni kadrovske procesi,
  - učinkoviti elementi upravljanja s človeškimi viri.

**Content (Syllabus outline):**

- Management**
  - definition of management,
  - factors and principles of management,
  - management process,
  - decision making,
  - level of management in the organization,
  - historical overview of management development,
  - Management challenges for the 21st century - a paradigm shift in management.
- Basic starting points of leadership**
  - defining leadership and leadership process,
  - tasks and roles of leaders,
  - theories, models and leadership styles,
  - the difference between a leader and a manager,
  - Leadership trends for the 21st century.
- Leadership and leader**
  - types of power and influence,
  - leadership and emotions,
  - internal communication,
  - employee motivation and development
  - conflict management and problem solving
  - team management.
- Human resource management**
  - the role of human resource management from a management perspective,
  - basic personnel processes,
  - effective human resource management elements.

### Temeljni literatura in viri / Readings:

- Žibret, K. (2017). Vodenje in ravnanje z ljudmi, Maribor, Doba. Poglavlja 1-4. Do gradiva dostopate [TUKAJ](#).
- Kramar Zupan, M. (2020). Menedžment, Univerza v Novem mestu Fakulteta za poslovne in upravne vede. str. 111-139. Do gradiva lahko dostopate [TUKAJ https://www.dlib.si/stream/URN:NBN:SI:DOC-6NRAPOQE/2ace6291-ef97-4e0d-8a5b-ea5ac65cb568/PDF](https://www.dlib.si/stream/URN:NBN:SI:DOC-6NRAPOQE/2ace6291-ef97-4e0d-8a5b-ea5ac65cb568/PDF)
- Potočan, V. in Nedelko, Z. (2022). Management organizacij, Univerza v Mariboru: Univerzitetna založba, maribor, Poglavlje 2 in 3. Dostopno na: <https://press.um.si/index.php/ump/catalog/book/593>
- Divjak, M. in Veingerl Čič, Ž. (2022). Socialni in čustveni izzivi virtualnega vodenja, HRM.
- Principles of Management (2019), Rice University, OpenSTax (EOR) st. 7-12- in 55-80.
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom "Izzivi managementa za 21. stoletje"
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom "Agilno vodenje".
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom: »Vloga vodij pri motiviranju zaposlenih«.
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom: »Vodenje in čustva«.
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom "HRM in humanizacija prihodnosti dela".

### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- razumevanje dejavnikov, načel in procesa managementa ter povezave med nivoji managementa v organizaciji,
- razumevanje procesa sprejemanja odločitev,
- poznavanje in razumevanje pomena posameznih faz v razvoju managementa kot discipline,
- poznavanje in razumevanje pomena in vloge vodenja v delovnih organizacijah,
- poznavanje razlike med managerjem in voditeljem,
- razumevanje različnih stilov vodenja in sposobnost implementiranja le teh v praksi,
- poznavanje in razumevanje vrste moči in vpliva,
- razumevanje pomena čustev, komuniciranja in motiviranja ter razvoj zaposlenih z vidika vodenja
- poznavanje in razumevanje pomena reševanja konfliktov in problemov ter upravljanja timov,
- poznavanje in razumevanja pomena upravljanja s človeškimi viri z vidika vodenja,
- poznavanje temeljnih kadrovskih procesov v organizaciji,
- razvili sposobnost kritičnega mišljenja in timskega dela.

### Objectives and competences:

Students will acquire the following general and subject-specific competencies in the course:

- understanding the factors, principles and process of management and the relationship between levels of management in the organization,
- understanding the decision-making process,
- knowledge and understanding of the importance of individual phases in the development of management as a discipline,
- knowledge and understanding of the importance and role of leadership in work organizations.
- knowledge of the difference between a manager and a leader,
- understanding of different leadership styles and the ability to implement them in practice,
- knowledge and understanding of the type of power and influence,
- understanding the importance of emotions, communication, motivation and employee development from leadership perspective,
- knowledge and understanding the importance of problem and conflict resolution and team management,
- knowledge and understanding the importance of human resource management from a management perspective,
- knowledge of basic HR processes in the organization,
- developed the ability for critical thinking and teamwork.

### Predvideni študijski rezultati:

Študent/-ka bo:

- poznal naloge in vlogo managerja ter razumel povezave med nivoji managementa v organizaciji,
- poznal pomen in sestavine uspešnega vodenja, vpliva, moči in odločitvenih sposobnosti vodij,
- poznal in razumel modele in stile vodenja in jih znal prilagajati v svoje poslovno okolje,

### Intended learning outcomes:

Knowledge and understanding:

- know the tasks and role of the manager and understand the connections between the levels of management in the organization,
- know the importance and components of successful leadership, influence, power and decision-making skills of leaders,

- poznal in razumel pomen motivacije in razvoja zaposleni ter upravljanja timov in reševanja konfliktov z vidika vedenja
- poznal različne kadrovske procese in njihovo povezavo z uspešnim vodenjem zaposlenih.

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)  
**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju  
**Individualno delo:** naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, pisni izdelki, delo v virtualnem učnem okolju

Opredeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

- know and understand leadership models and styles and be able to adapt them to their business environment,
- know and understand the importance of employee motivation and development, team management and conflict resolution from a leadership perspective
- know the various HR processes and their connection with the successful leadership of employees

#### Learning and teaching methods:

**Frontal:** lectures with active participation of students (explanations, discussions, case study);  
**Collaborative work:** project work, team work, work in the virtual environment;  
**Individual:** coursework, study of literature and sources, development and research work, reflexions, written tasks, work in the virtual environment

All the enumerated teaching and learning methods used at online study are appropriately supported by modern information-communication tools and perfected with effective approaches to teaching and learning in the virtual environment.

|                                            |      |                                                 |
|--------------------------------------------|------|-------------------------------------------------|
| Sprotno preverjanje in ocenjevanje znanja: |      | Ongoing assessment and assessment of knowledge: |
| • analize primerov                         | 60 % | • case studies                                  |
| • seminarska naloga                        | 15 % | • seminar work                                  |
| • pisni izpit                              | 25 % | • written exam                                  |
| Končno preverjanje in ocenjevanje znanja:  | 20 % | Final assessment and assessment of knowledge:   |
| • seminarska naloga                        | 80 % | • seminar work                                  |
| • pisni izpit                              |      | • written exam                                  |

#### Reference nosilca / Lecturer's references:

- VEINGERL ČIČ, Živa. Vodenje z močjo zaupanja in sočutja : webinar na ONLINE SUMMIT 2024, DOBA Fakulteta, 21. marec 2024, Maribor, Slovenija. [COBISS.SI-ID 193475843]
- VEINGERL ČIČ, Živa. International human resources management : online lecture in master level courses, WSB University in Dabrowa Gornicza, Poland, 1 april 2022. [COBISS.SI-ID 111420675]
- DIVJAK, Marko, VEINGERL ČIČ, Živa. How to enhance the employee well-being at work?. *International journal of management, knowledge and learning*. [Spletna izd.]. 2021, vol. 10, str. 109-114, tabele. ISSN 2232-5697. <https://toknowpress.net/ISSN/2232-5697/10.109-114.pdf>, Digitalna knjižnica Slovenije - dLib.si, DOI: 10.53615/2232-5697.10.109-114. [COBISS.SI-ID 73859587]
- VEINGERL ČIČ, Živa. Vodenje zaposlenih, ki delajo od doma. DOBA. 02. april 2021. ISSN 2712-4789. <https://www.fakulteta.doba.si/doba-znanja/vodenje-zaposlenih-ki-delajo-od-doma>. [COBISS.SI-ID 17298435]
- VEINGERL ČIČ, Živa, ČANČER, Vesna, ŠAROTAR ŽIŽEK, Simona. Considering nonlinear connections in the individual performance management model. *Acta economica : časopis za ekonomiju*. 2020, vol. 18, no. 32, str. 9-35. ISSN 1512-858X. <http://ae.ef.unibl.org/index.php/AE/article/view/406>, DOI: 10.7251/ACE2032009C. [COBISS.SI-ID 25453059]
- VEINGERL ČIČ, Živa, VUJICA-HERZOG, Nataša, MAČEK, Anita. Individual work performance management model. *International journal of simulation modelling*. Mar. 2020, vol. 19, no. 1, str. 112-122, ilustr. ISSN 1726-4529. [http://www.ijsimm.com/view\\_articles.html](http://www.ijsimm.com/view_articles.html), DOI: 10.2507/IJSIMM19-1-507. [COBISS.SI-ID 513132848]
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5435. <http://sam-d.si/revija/letnik-12-stevilka-2-oktober-2020/>, Digitalna knjižnica Slovenije - dLib.si. [COBISS.SI-ID [44212227](#)]
- BOŽIN, Andrej, PERKO, Tanja, SRUK, Vida, ŠTRUKELJ, Tjaša, VERŠIČ, Sabina, STERNAD ZABUKOVŠEK, Simona, et al., STERNAD ZABUKOVŠEK, Simona (urednik), ŠTRUKELJ, Tjaša (urednik). *Od strategij do drugih vidikov managementa : znanstvena monografija*. Maribor: Bio energija, 2019. 1 optični disk (CD-ROM). Serija znanstvenih monografij Izzivi sodobnega poslovanja. ISBN 978-961-94397-5-3. ISSN 2591-2461. [COBISS.SI-ID [299151360](#)]
  - ŠAROTAR ŽIŽEK, Simona, VEINGERL ČIČ, Živa, MUMEL, Damijan. Samodeterminacija zaposlenih kot dejavnik dobrega počutja na delovnem mestu. V: ŠAROTAR ŽIŽEK, Simona (ur.), et al. *Izzivi in management na področju sociale in zdravja v moderni informacijski družbi : ponudniki in iskalci zdravstvenih in socialnih storitev v moderni družbi*. 1. izd. Harlow [etc.]: Pearson, 2019. Str. 70-90. ISBN 978-1-787-64287-4. [COBISS.SI-ID [13333788](#)]
  - VEINGERL ČIČ, Živa, MULEJ, Matjaž, ŠAROTAR ŽIŽEK, Simona. Six intelligences making the employees' values systems by knowledge-cum-values management and social responsibility values. V: BARILE, Sergio (ur.), et al. *Cybernetics and systems : social and business decisions*. 1st ed. Abingdon; New York: Routledge, 2019. Str. 25-31. Routledge-Giappichelli systems management. ISBN 978-1-138-59728-0. [COBISS.SI-ID [13265436](#)]
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  - VEINGERL ČIČ, Živa, ČANČER, Vesna, ŠAROTAR ŽIŽEK, Simona. Celovite metode razvoja zaposlenih in vseživljenjsko učenje. V: TIPURIČ, Darko (ur.), ALEKSIĆ MIRIČ, Ana (ur.). *Management education and research in the upcoming epoch : rethinking discipline and reconceptualization modes of creating knowledge : book of abstracts*. Zagreb: Faculty of Economics and Business, Department of Organization and Management, 2017. Str. 74. ISBN 978-953-346-046-8. [COBISS.SI-ID [12849180](#)]
  - VEINGERL ČIČ, Živa, ŠAROTAR ŽIŽEK, Simona. Intergenerational cooperation at the workplace from the management perspective. *Naše gospodarstvo : revija za aktualna gospodarska vprašanja*. [Tiskana izd.]. 2017, letn. 63, št. 3, str. 47-59, ilustr. ISSN 0547-3101. Digitalna knjižnica Univerze v Mariboru – DKUM, Digitalna knjižnica Slovenije - dLib.si, DOI: [10.1515/ngoe-2017-0018](#). [COBISS.SI-ID [12856604](#)]
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## UČNI NAČRT PREDMETA / COURSE SYLLABUS

|                      |                              |
|----------------------|------------------------------|
| <b>Predmet:</b>      | Vodenje in ravnanje z ljudmi |
| <b>Course title:</b> | Human Resource Management    |

| Študijski program in stopnja<br>Study programme and level               | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Dodiplomski visokošolski študijski program<br>INFORMATIKA IN MENEDŽMENT | /                             | 3.                      | 6.                   |
| INFORMATICS AND MANAGEMENT - Bachelor<br>Programme - 1 st cycle         | /                             | 3rd                     | 6th                  |

**Vrsta predmeta / Course type**

Izbirni/elective

**Univerzitetna koda predmeta / University course code:**

VRL

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 30                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Živa Veingerl Čič

**Jeziki /**

**Predavanja / Lectures:** Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:** Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Temeljno znanje s področja poslovnega komuniciranja, vodenja in organiziranja.

**Prerequisites:**

Basic knowledge from the field of business communication, management, and organisation.

**Vsebina:**

- 5. Management**
  - opredelitev managementa,
  - dejavniki in načela managementa,
  - proces managementa,
  - sprejemanje odločitev,
  - ravni managementa v organizaciji,
  - zgodovinski pregled razvoja managementa,
  - izzivi managementa za 21. stoletje – sprememba paradigme managementa.
- 6. Temeljna izhodišča vodenja**
  - definiranje vodenja in procesa vodenja,
  - naloge in vloge vodij,
  - teorije, modeli in stili vodenja,
  - razlika med voditeljem in managerjem,
  - trendi vodenja za 21. stoletje.
- 7. Vodenje in vodja**
  - vrste moči in vpliva,
  - vodenje in čustva,
  - interno komuniciranje,
  - motiviranje in razvoj zaposlenih
  - upravljanje konfliktov in reševanje problemov
  - upravljanje timov
- 8. Upravljanje s človeškimi viri**
  - vloga upravljanja s človeškimi viri z vidika vodenja,
  - temeljni kadrovske procesi,
  - učinkoviti elementi upravljanja s človeškimi viri.

**Content (Syllabus outline):**

- 1. Management**
  - definition of management,
  - factors and principles of management,
  - management process,
  - decision making,
  - level of management in the organization,
  - historical overview of management development,
  - Management challenges for the 21st century - a paradigm shift in management.
- 2. Basic starting points of leadership**
  - defining leadership and leadership process,
  - tasks and roles of leaders,
  - theories, models and leadership styles,
  - the difference between a leader and a manager,
  - Leadership trends for the 21st century.
- 3. Leadership and leader**
  - types of power and influence,
  - leadership and emotions,
  - internal communication,
  - employee motivation and development
  - conflict management and problem solving
  - team management.
- 4. Human resource management**
  - the role of human resource management from a management perspective,
  - basic personnel processes,
  - effective human resource management elements.

### Temeljni literatura in viri / Readings:

- Žibret, K. (2017). Vodenje in ravnanje z ljudmi, Maribor, Doba. Poglavlja 1-4. Do gradiva dostopate [TUKAJ](#).
- Kramar Zupan, M. (2020). Menedžment, Univerza v Novem mestu Fakulteta za poslovne in upravne vede. str. 111-139. Do gradiva lahko dostopate [TUKAJ https://www.dlib.si/stream/URN:NBN:SI:DOC-6NRAPOQE/2ace6291-ef97-4e0d-8a5b-ea5ac65cb568/PDF](https://www.dlib.si/stream/URN:NBN:SI:DOC-6NRAPOQE/2ace6291-ef97-4e0d-8a5b-ea5ac65cb568/PDF)
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- Divjak, M. in Veingerl Čič, Ž. (2022). Socialni in čustveni izzivi virtualnega vodenja, HRM.
- Principles of Management (2019), Rice University, OpenSTax (EOR) st. 7-12- in 55-80.
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom "Izzivi managementa za 21. stoletje"
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom "Agilno vodenje".
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom: »Vloga vodij pri motiviranju zaposlenih«.
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom: »Vodenje in čustva«.
- Posnetek predavanja nosilke predmeta doc. dr. Živa Veingerl Čič z naslovom "HRM in humanizacija prihodnosti dela".

### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- razumevanje dejavnikov, načel in procesa managementa ter povezave med nivoji managementa v organizaciji,
- razumevanje procesa sprejemanja odločitev,
- poznavanje in razumevanje pomena posameznih faz v razvoju managementa kot discipline,
- poznavanje in razumevanje pomena in vloge vodenja v delovnih organizacijah,
- poznavanje razlike med managerjem in voditeljem,
- razumevanje različnih stilov vodenja in sposobnost implementiranja le teh v praksi,
- poznavanje in razumevanje vrste moči in vpliva,
- razumevanje pomena čustev, komuniciranja in motiviranja ter razvoj zaposlenih z vidika vodenja
- poznavanje in razumevanje pomena reševanja konfliktov in problemov ter upravljanja timov,
- poznavanje in razumevanja pomena upravljanja s človeškimi viri z vidika vodenja,
- poznavanje temeljnih kadrovskih procesov v organizaciji,
- razvili sposobnost kritičnega mišljenja in timskega dela.

### Objectives and competences:

Students will acquire the following general and subject-specific competencies in the course:

- understanding the factors, principles and process of management and the relationship between levels of management in the organization,
- understanding the decision-making process,
- knowledge and understanding of the importance of individual phases in the development of management as a discipline,
- knowledge and understanding of the importance and role of leadership in work organizations.
- knowledge of the difference between a manager and a leader,
- understanding of different leadership styles and the ability to implement them in practice,
- knowledge and understanding of the type of power and influence,
- understanding the importance of emotions, communication, motivation and employee development from leadership perspective,
- knowledge and understanding the importance of problem and conflict resolution and team management,
- knowledge and understanding the importance of human resource management from a management perspective,
- knowledge of basic HR processes in the organization,
- developed the ability for critical thinking and teamwork.

### Predvideni študijski rezultati:

Študent/-ka bo:

- poznal naloge in vlogo managerja ter razumel povezave med nivoji managementa v organizaciji,
- poznal pomen in sestavine uspešnega vodenja, vpliva, moči in odločitvenih sposobnosti vodij,
- poznal in razumel modele in stile vodenja in jih znal prilagajati v svoje poslovno okolje,

### Intended learning outcomes:

Knowledge and understanding:

- know the tasks and role of the manager and understand the connections between the levels of management in the organization,
- know the importance and components of successful leadership, influence, power and decision-making skills of leaders,

- poznal in razumel pomen motivacije in razvoja zaposleni ter upravljanja timov in reševanja konfliktov z vidika vedenja
- poznal različne kadrovske procese in njihovo povezavo z uspešnim vodenjem zaposlenih.

#### Metode poučevanja in učenja:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)  
**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju  
**Individualno delo:** naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, pisni izdelki, delo v virtualnem učnem okolju

Opredeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

- know and understand leadership models and styles and be able to adapt them to their business environment,
- know and understand the importance of employee motivation and development, team management and conflict resolution from a leadership perspective
- know the various HR processes and their connection with the successful leadership of employees

#### Learning and teaching methods:

**Frontal:** lectures with active participation of students (explanations, discussions, case study);  
**Collaborative work:** project work, team work, work in the virtual environment;  
**Individual:** coursework, study of literature and sources, development and research work, reflexions, written tasks, work in the virtual environment

All the enumerated teaching and learning methods used at online study are appropriately supported by modern information-communication tools and perfected with effective approaches to teaching and learning in the virtual environment.

|                                            |      |                                                 |
|--------------------------------------------|------|-------------------------------------------------|
| Sprotno preverjanje in ocenjevanje znanja: |      | Ongoing assessment and assessment of knowledge: |
| • analize primerov                         | 60 % | • case studies                                  |
| • seminarska naloga                        | 15 % | • seminar work                                  |
| • pisni izpit                              | 25 % | • written exam                                  |
| Končno preverjanje in ocenjevanje znanja:  | 20 % | Final assessment and assessment of knowledge:   |
| • seminarska naloga                        | 80 % | • seminar work                                  |
| • pisni izpit                              |      | • written exam                                  |

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- VEINGERL ČIČ, Živa. Vodenje z močjo zaupanja in sočutja : webinar na ONLINE SUMMIT 2024, DOBA Fakulteta, 21. marec 2024, Maribor, Slovenija. [COBISS.SI-ID 193475843]
- VEINGERL ČIČ, Živa. International human resources management : online lecture in master level courses, WSB University in Dabrowa Gornicza, Poland, 1 april 2022. [COBISS.SI-ID 111420675]
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- VEINGERL ČIČ, Živa, VUJICA-HERZOG, Nataša, MAČEK, Anita. Individual work performance management model. *International journal of simulation modelling*. Mar. 2020, vol. 19, no. 1, str. 112-122, ilustr. ISSN 1726-4529. [http://www.ijsimm.com/view\\_articles.html](http://www.ijsimm.com/view_articles.html), DOI: 10.2507/IJSIMM19-1-507. [COBISS.SI-ID 513132848]
- VEINGERL ČIČ, Živa, MULEJ, Matjaž, NEDELKO, Zlatko, ŠAROTAR ŽIŽEK, Simona. Model managementa individualne delovne uspešnosti za pametna (proizvodna) podjetja. *Izzivi managementu : revija o izzivih in dosežkih sodobnega managementa*. [Tiskana izd.]. okt. 2020, letn. 7, št. 2, str. 12-22, 52, ilustr. ISSN 2350-

5435. <http://sam-d.si/revija/letnik-12-stevilka-2-oktober-2020/>, Digitalna knjižnica Slovenije - dLib.si. [COBISS.SI-ID [44212227](#)]
- BOŽIN, Andrej, PERKO, Tanja, SRUK, Vida, ŠTRUKELJ, Tjaša, VERŠIČ, Sabina, STERNAD ZABUKOVŠEK, Simona, et al., STERNAD ZABUKOVŠEK, Simona (urednik), ŠTRUKELJ, Tjaša (urednik). *Od strategij do drugih vidikov managementa : znanstvena monografija*. Maribor: Bio energija, 2019. 1 optični disk (CD-ROM). Serija znanstvenih monografij Izzivi sodobnega poslovanja. ISBN 978-961-94397-5-3. ISSN 2591-2461. [COBISS.SI-ID [299151360](#)]
  - ŠAROTAR ŽIŽEK, Simona, VEINGERL ČIČ, Živa, MUMEL, Damijan. Samodeterminacija zaposlenih kot dejavnik dobrega počutja na delovnem mestu. V: ŠAROTAR ŽIŽEK, Simona (ur.), et al. *Izzivi in management na področju sociale in zdravja v moderni informacijski družbi : ponudniki in iskalci zdravstvenih in socialnih storitev v moderni družbi*. 1. izd. Harlow [etc.]: Pearson, 2019. Str. 70-90. ISBN 978-1-787-64287-4. [COBISS.SI-ID [13333788](#)]
  - VEINGERL ČIČ, Živa, MULEJ, Matjaž, ŠAROTAR ŽIŽEK, Simona. Six intelligences making the employees' values systems by knowledge-cum-values management and social responsibility values. V: BARILE, Sergio (ur.), et al. *Cybernetics and systems : social and business decisions*. 1st ed. Abingdon; New York: Routledge, 2019. Str. 25-31. Routledge-Giappichelli systems management. ISBN 978-1-138-59728-0. [COBISS.SI-ID [13265436](#)]
  - VEINGERL ČIČ, Živa, ŠAROTAR ŽIŽEK, Simona. Agilen model upravljanja individualne delovne uspešnosti, prilagojen dobremu počutju zaposlenih = Agile model of individual performance management adjusted to psychological well-being. V: ROZMAN, Rudi (ur.), ZUPAN, Nada (ur.), SVETIC, Aleša (ur.). *Izbrane teme organizacije in managementa : monografija ob 90-letnici rojstva prof. dr. Staneta Možine*. Ljubljana: Društvo Slovenska akademija za management. 2017, str. 40-57. ISBN 978-961-92878-8-0. [COBISS.SI-ID [12988700](#)]
  - VEINGERL ČIČ, Živa, ČANČER, Vesna, ŠAROTAR ŽIŽEK, Simona. Celovite metode razvoja zaposlenih in vseživljenjsko učenje. V: TIPURIČ, Darko (ur.), ALESIĆ MIRIČ, Ana (ur.). *Management education and research in the upcoming epoch : rethinking discipline and reconceptualization modes of creating knowledge : book of abstracts*. Zagreb: Faculty of Economics and Business, Department of Organization and Management, 2017. Str. 74. ISBN 978-953-346-046-8. [COBISS.SI-ID [12849180](#)]
  - VEINGERL ČIČ, Živa, ŠAROTAR ŽIŽEK, Simona. Intergenerational cooperation at the workplace from the management perspective. *Naše gospodarstvo : revija za aktualna gospodarska vprašanja*. [Tiskana izd.]. 2017, letn. 63, št. 3, str. 47-59, ilustr. ISSN 0547-3101. Digitalna knjižnica Univerze v Mariboru – DKUM, Digitalna knjižnica Slovenije - dLib.si, DOI: [10.1515/ngoe-2017-0018](https://doi.org/10.1515/ngoe-2017-0018). [COBISS.SI-ID [12856604](#)]
  - ŠAROTAR ŽIŽEK, Simona, VEINGERL ČIČ, Živa. S sodobnimi pristopi k ravnanju z ljudmi pri delu do ustvarjalnosti in inovativnosti zaposlenih. V: SITAR, Aleša Saša (ur.), et al. *Management (ravnateljstvo) ustvarjalnosti in inovativnosti v podjetjih, javni upravi in drugih združbah : zbornik referatov*. 14. Znanstveno posvetovanje o organizaciji, Ljubljana, 12. junij 2015. Ljubljana: Društvo Slovenska akademija za management: Ekonomska fakulteta; Kranj: Fakulteta za organizacijske vede, 2015. Str. 160-177. ISBN 978-961-240-290-7. [COBISS.SI-ID [12022044](#)]
  - VEINGERL ČIČ, Živa (urednik). *Priročnik za vodje : praktični nasveti za izvedbo letnega razgovora*. [S. l.]: samozal., 2013. 37 f. [COBISS.SI-ID [12951580](#)]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 13. 3. 2025

| UČNI NAČRT PREDMETA / COURSE SYLLABUS |                                      |
|---------------------------------------|--------------------------------------|
| <b>Predmet:</b>                       | Inovativni in inovacijski menedžment |
| <b>Course title:</b>                  | Innovation and Innovative Management |

| Študijski program in stopnja<br>Study programme and level             | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-----------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Diplomski visokošolski študijski program<br>INFORMATIKA IN MENEDŽMENT | /                             | 3.                      | 6.                   |
| INFORMATICS AND MANAGEMENT - Bachelor<br>Programme - 1 st cycle       | /                             | 3rd                     | 6th                  |

**Vrsta predmeta / Course type**

Izbirni/elective

**Univerzitetna koda predmeta / University course code:**

IIM

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 30                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

Estera Lah Poljak

**Jeziki /**

**Predavanja / Lectures:** Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Languages:**

**Vaje / Tutorial:** Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Temeljno znanje s področja organizacije in menedžmenta.

**Prerequisites:**

Basic knowledge from the field of organisation and management.

**Vsebina:**

#### Inovativni in inovacijski menedžment

- novi pristopi in trendi v menedžmentu
- evolucijski poslovni model in vloga inovativnosti v njem

#### Ustvarjalnost in inoviranje

- razlike med inovativnostjo, inventivnostjo in ustvarjalnostjo
- vrste in primeri inovacij
- odprto in trajnostno inoviranje

#### Inovacijski proces

- faze, orodja in metode inovacijskega procesa
- tehnike in metode ustvarjalnega razmišljanja
- analiza potreb trga
- segmentacija
- tržna manifestacija (prodajno-marketingške strategije)
- načini in tehnike učinkovite predstavitve idej in projektov

#### Misleča (inovativna) okolja

- temeljne značilnosti mislečih okolijmedstrukturalni timi in participativni model
- metode in orodja za razvoj inovativnih okolij
- model 8 +1 poslovnih odnosov
- deležniki inovacijskega prostora
- inovativna kultura

#### Vloga menedžerja

**Content (Syllabus outline):**

#### Innovation and innovative management

- New trends and approaches in management
- Evolutionary business model and the role of innovation

#### Creativity and innovation

- Differences in innovation, invention, and creativity
- Types and examples of innovations
- Open and sustainable innovation

#### Innovation process

- Phases, tools, and methods of the innovation process
- Creative thinking techniques and methods
- Market need analysis
- Segmentation
- Market manifestation (sales and marketing strategies)
- Methods and techniques of effective presentation of ideas and projects

#### Thinking (innovative) environments

- The main characteristics of thinking environments, inter-structural teams, and the participatory model
- Methods and tools for the development of innovative environments
- 8+1 model of business relationships
- Stakeholders in the innovation space
- Innovative culture

#### Role of managers

|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• razlike med inovacijskim in inovativnim menedžerjem</li> <li>• celostni osebni razvoj</li> <li>• človeški, strukturni in socialni kapital</li> <li>• vloga inovacijskega menedžerja pri upravljanju posameznika in tima</li> </ul> | <ul style="list-style-type: none"> <li>• Differences between innovation and innovative manager</li> <li>• Comprehensive personal development</li> <li>• Human, structural, and social capital</li> <li>• The role of innovation managers in individual and team management</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Temeljni literatura in viri / Readings:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Bulc, V. in Lah Poljak, E. (2011, 2018) Priročnik za predmet Inovativni in inovacijski menedžment, Ljubljana, Vibacom.</li> <li>• Dieffenbacher, S. F. (2023) 'Types of Innovation: How the 4 Innovation Types Can Help your Business', digital Leadership.</li> <li>• Kovič, P. (2022) 'Kako do out-of-the box idej?', Svet kapitala - Delo.</li> <li>• Kylläinen, J. (2019) 'Types of Innovation – The Ultimate Guide with Definitions and Examples', Viima.</li> <li>• Lah Poljak (2023): Prezentacija prvega in drugega webinarja (interno gradivo), DOBA Fakulteta, Maribor.</li> <li>• Lah Poljak, E. (2021) 'Uspešne zgodbe podjetij kot navdih za trajnostno inoviranje', Doba znanja.</li> <li>• Lah Poljak, E. (2021) 'Inovativni menedžer danes: Celostni razvoj človeškega kapitala in trajnostno inoviranje', Doba znanja.</li> <li>• Peterlin, J. (2023): 'Zakaj svet potrebuje trajnostne vodje? ' Združenje manager - MQ portal.</li> <li>• Puc, M., Klopčič, S., Bulc, V. (2022): Razvojna spirala slovenskih podjetij, Združenje manager - MQ portal.</li> <li>• Ugovšek, A. (2020) 'Kakšnih inovacij si želimo?', Glas gospodarstva plus, julij-avgust 2020, str. 97-98.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Cilji in kompetence:

Študentje bodo pridobili pri predmetu naslednje splošne in predmetno-specifične kompetence:

- razumevanje vloge inovativnosti in ustvarjalnosti v evolucijskem modelu poslovnih sistemov
- poznavanje razlik med inventivnostjo in inovativnostjo ter različnih vrst inovacij
- usvojitev ključnih korakov inovacijskega procesa
- razumevanje vloge menedžerja v upravljanju mislečega podjetja
- poznavanje orodij za razvoj mislečih (inovativnih) okolij
- analiziranje poslovnih primerov na osnovi evolucije poslovnih sistemov
- načrtovanje izvedbe ideje do tržne manifestacije
- organiziranje in vodenje medstrukturnega timskega dela
- prepoznavanje lastnih ključnih sposobnosti, kreativnosti in odgovornosti
- razvili sposobnost kritičnega mišljenja in timskega dela.

#### Objectives and competences:

During the course, students develop the following general and subject-specific competencies:

- Understanding of the role of innovation and creativity in the evolutionary model of business systems
- Understanding of the differences between invention and innovation and various types of innovation
- Familiarity with the key stages of the innovation process
- Understanding of the role of managers in managing a thinking company
- Familiarity with the tools for the development of thinking (innovative) environments
- Ability to analyse business examples on the basis of the evolution of business systems
- Planning the implementation of an idea to the stage of market manifestation
- Organising and managing inter-structural teamwork
- Recognising own key abilities, creativity, and responsibility
- Developed the ability for critical thinking and teamwork.

#### Predvideni študijski rezultati:

Študent/-ka bo:

- sposoben prepoznati različne vrste inovacij v praksi in njihovo dodano vrednost
- sposoben pripraviti inovacijski načrt za predstavitev izvirne ideje na trgu
- usposobljen za timsko delo v medstrukturnem timu in za vodenje timov
- sposoben interpretirati evolucijske faze posamezne organizacije v praksi
- znal opisati lastnosti inovacijskega in inovativnega menedžerja v praksi

#### Intended learning outcomes:

The student will:

- Be able to recognise various types of innovation in practice and their added value
- Be able to prepare an innovation plan for the presentation of an original idea in the market
- Be able to work in an inter-structural team and to manage teams
- Be able to practically interpret evolutionary phases of an individual organisation
- Be able to describe the characteristics of innovation and innovative managers in practice

- sposoben učinkovito predstaviti svojo idejo

- Be able to effectively present their own idea

#### Metode poučevanja in učenja:

#### Learning and teaching methods:

**Frontalno delo:** predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)  
**Sodelovalno delo:** projektno delo, timsko delo, delo v virtualnem učnem okolju  
**Individualno delo:** naloge, študij literature in virov, refleksija, samoocenjevanje, javni nastop, pisni izdelki, delo v virtualnem učnem okolju  
 Opredeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.

**Frontal instruction:** lectures with active participation of students (explanation, discussion, problem-solving)  
**Collaborative group work:** project work, teamwork, work in the virtual learning environment  
**Individual work:** assignments, study of literature and resources, reflection, self-assessment, public speaking, papers, work in the virtual learning environment  
 The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within the virtual learning environment.

#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

#### Assessment:

|                                                                                                                                                                                                                              |                          |                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Sprotno preverjanje in ocenjevanje znanja</u>                                                                                                                                                                             |                          | <u>Continuous knowledge assessment</u>                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• krajši pisni izdelki</li> <li>• sodelovanje v organiziranih oblikah pedagoškega dela</li> <li>• daljši pisni izdelki</li> <li>• javni nastop s predstavitvijo rezultatov</li> </ul> | 15<br>45<br><br>25<br>15 | <ul style="list-style-type: none"> <li>• Shorter written assignments</li> <li>• Participation in organised forms of teaching</li> <li>• Longer written assignments</li> <li>• Public presentation of results</li> </ul> |
| <u>Končno preverjanje in ocenjevanje znanja</u>                                                                                                                                                                              |                          | <u>Final knowledge assessment</u>                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Pisni izpit</li> <li>• Projektna naloga</li> </ul>                                                                                                                                  | 70<br>30                 | <ul style="list-style-type: none"> <li>• Written exam</li> <li>• Project assignment</li> </ul>                                                                                                                          |

#### Reference nosilca / Lecturer's references:

- LAH POLJAK, Estera. Inovativni menedžer danes : celostni razvoj človeškega kapitala in trajnostno inoviranje. DOBA. 06. maj 2021. ISSN 2712-4789. <https://www.fakulteta.doba.si/doba-znanja/celostni-razvoj-cloveskega-kapitala-in-trajnostno-inoviranje>. [COBISS.SI-ID 62306307] LAH POLJAK, Estera. Uspešne zgodbe podjetij kot navdih za trajnostno inoviranje. DOBA. 20. september 2021. ISSN 2712-4789. <https://www.fakulteta.doba.si/doba-znanja/clanek-profesorice-doba-fakultete-uspesne-zgodbe-podjetij-kot-navdih-za-trajnostno-inoviranje>. [COBISS.SI-ID 98248963]
- BULC, Violeta, LAH POLJAK, Estera. Inovativnost kot temelj uravnoteženega trajnostnega razvoja : kako je na to pripravljen naš šolski sistem?. Mednarodno inovativno poslovanje : strokovno-znanstvena revija za področje poslovanja in poslovnega izobraževanja. 2009, letn. 1, št. 1. ISSN 1855-6175. [http://journal.doba.si/letnik\\_1\\_%282009%29\\_st\\_\\_1?aid=10](http://journal.doba.si/letnik_1_%282009%29_st__1?aid=10), Digitalna knjižnica Slovenije - dLib.si. [COBISS.SI-ID 512467760]
- BULC, Violeta, LAH POLJAK, Estera. Inovativnost kot temelj uravnoteženega trajnostnega razvoja : kako je na to pripravljen naš šolski sistem. V: Spodbujanje ustvarjalnosti in inovativnosti v visokem šolstvu : knjiga povzetkov. Maribor: Doba, Visoka poslovna šola, 2009. [http://www.fakulteta.doba.si/konferenca2009/knjiga\\_povzetkov/violeta\\_bulc](http://www.fakulteta.doba.si/konferenca2009/knjiga_povzetkov/violeta_bulc). [COBISS.SI-ID 512463664]
- LAH POLJAK, Estera. Veljavnost razlikovanja med vlogama tehnika in managerja v odnosih z javnostmi v Sloveniji : diplomsko delo. Ljubljana: [E. Lah], 2004. 95 f., ilustr. <http://dk.fdv.uni-lj.si/dela/Lah-Estera.PDF>, Repozitorij Univerze v Ljubljani – RUL. [COBISS.SI-ID 23041885]
- BULC, Violeta, LAH POLJAK, Estera. Orodje nove generacije : programska oprema za socialno okolje. Mobinet : prva slovenska revija o mobilni telefoniji. [Tiskana izd.]. september 2003, št. 52, str. 46-48. ISSN 1580-3260. [COBISS.SI-ID 512143152]

Vir bibliografskih zapisov: vzajemna baza podatkov COBISS.SI/COBIB.SI, 12. 3. 2025

| UČNI NAČRT PREDMETA / COURSE SYLLABUS |                                       |
|---------------------------------------|---------------------------------------|
| <b>Predmet:</b>                       | Digitalni marketing in rast podjetij  |
| <b>Course title:</b>                  | Digital Marketing and Business Growth |

| Študijski program in stopnja<br>Study programme and level               | Študijska smer<br>Study field | Letnik<br>Academic year | Semester<br>Semester |
|-------------------------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Dodiplomski visokošolski študijski program<br>INFORMATIKA IN MENEDŽMENT | /                             | 3.                      | 6.                   |
| INFORMATICS AND MANAGEMENT - Bachelor<br>Programme - 1 st cycle         | /                             | 3rd                     | 6th                  |

**Vrsta predmeta / Course type**

Izbirni/elective

**Univerzitetna koda predmeta / University course code:**

DMP

| Predavanja<br>Lectures | Seminar<br>Seminar | Vaje<br>Tutorial | Klinične vaje<br>work | Druge oblike<br>študija | Samost. delo<br>Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 30                     | 30                 | 0                | 0                     | 0                       | 90                            | 6    |

**Nosilec predmeta / Lecturer:**

dr. Tina Vukasović

**Jeziki /**

**Languages:**

**Predavanja /**

**Vaje / Tutorial:**

Slovenski, angleški, hrvaški/Slovene, English, Croatian

Slovenski, angleški, hrvaški/Slovene, English, Croatian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Študent mora imeti osnovno razumevanje poslovnih modelov, ekonomije in digitalnega marketinga.

**Prerequisites:**

Students should have a basic understanding of business models, economics and digital marketing.

**Vsebina:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Uvod v digitalni marketing in rast podjetij</b></p> <ul style="list-style-type: none"> <li>Vloga digitalnega marketinga pri razvoju in rasti podjetij.</li> <li>Modeli rasti podjetij (organska rast, ekspanzija, inovacije)</li> <li>Dejavniki uspešne rasti podjetij v digitalnem okolju.</li> <li>Primeri iz prakse: Analiza uspešnih primerov digitalnega marketinga v različnih panogah.</li> </ul> <p><b>2. Strategija in načrtovanje digitalnega marketinga</b></p> <ul style="list-style-type: none"> <li>Določanje poslovnih ciljev in ključnih kazalnikov uspešnosti za rast.</li> <li>Raziskava trga in analiza konkurence.</li> <li>Razumevanje vedenja digitalnih potrošnikov in njihovih pričakovanj.</li> <li>Priložnosti in izzivi prihodnosti digitalne strategije.</li> <li>Razvoj digitalne strategije na podlagi primerov.</li> </ul> <p><b>3. Orodja digitalnega marketinga in njihova vloga pri poslovni rasti</b></p> <ul style="list-style-type: none"> <li>Ključna digitalna marketinška orodja (spletne strani, SEO in organska rast, plačano oglaševanje, vplivnostni marketing, družbena omrežja, video vsebine, chat boti in UI, Copysmith, Maxdata, trženje vsebin in pripovedovanje zgodb).</li> <li>Večkanalni pristop k marketingu (omnichannel strategije).</li> </ul> |
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**Content (Syllabus outline):**

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Introduction to digital marketing and business growth</b></p> <ul style="list-style-type: none"> <li>The role of digital marketing in business development and growth.</li> <li>Business growth models (organic growth, expansion, innovation)</li> <li>Success factors for business growth in a digital environment.</li> <li>Case studies: analysis of successful examples of digital marketing in different industries.</li> </ul> <p><b>2. Digital marketing strategy and planning</b></p> <ul style="list-style-type: none"> <li>Setting business targets and KPIs for growth.</li> <li>Market research and competition analysis.</li> <li>Understanding digital consumer behaviour and expectations.</li> <li>Opportunities and challenges for the future of digital business.</li> <li>Developing a case-based digital strategy.</li> </ul> <p><b>3. Digital marketing tools and their role in business growth</b></p> <ul style="list-style-type: none"> <li>Key digital marketing tools (websites, SEO and organic growth, paid advertising, influencer marketing, social media, video content, chatbots and AI, Copysmith, Maxdata, content marketing and storytelling).</li> <li>Multi-channel approach to marketing (omnichannel strategies).</li> </ul> |
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Uporaba umetne inteligence (AI) pri avtomatizaciji marketinga: ChatGPT, avtomatski odzivi, analitika uporabnikov.</li> <li>• Analiza uspešnosti digitalnih kampanj s primeri iz prakse.</li> </ul> <p><b>4. Analitika in merjenje uspešnosti</b></p> <ul style="list-style-type: none"> <li>• Vloga analitike pri upravljanju podjetja.</li> <li>• Ključni kazalniki uspešnosti (KPI) v digitalnem marketingu in uporaba analitičnih orodij (Google Analytics, Facebook Pixel, SEO analitika idr.).</li> <li>• Ključni kazalniki uspešnosti (KPI) pri rasti podjetij.</li> <li>• Etična vprašanja v digitalnem marketingu: transparentnost in varnost podatkov.</li> </ul> | <ul style="list-style-type: none"> <li>• Using artificial intelligence (AI) in marketing automation: ChatGPT, automated responses, user analytics.</li> <li>• Analysing the success of digital campaigns with practical examples.</li> </ul> <p><b>4. Analytics and performance measurement</b></p> <ul style="list-style-type: none"> <li>• The role of analytics in corporate governance.</li> <li>• Key Performance Indicators (KPIs) in digital marketing and the use of analytical tools (Google Analytics, Facebook Pixel, SEO analytics, etc.).</li> <li>• Key Performance Indicators (KPIs) for business growth.</li> <li>• Ethical issues in digital marketing: transparency and data security.</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Temeljni literatura in viri / Readings:

##### Obvezna/Compulsory:

- Chaffey, D., Hemphill, T. in Edmundson-Bird, D. (2024). *Digital Business and E-commerce*. 8th edition. Harlow: Pearson. Poglavja: 2, 4, 5, 7.
- Hrabar.si (2023). *Vse o digitalnem marketingu za začetnike* [online]. Dostopno na <https://drive.google.com/file/d/13pNk62z79u-12uc6xdee5vYk0Xn6irON/view> [dostop 6. marca 2025].
- Korošec, M. (2020). *Digitalni marketing od A do Ž*. Brežice: Primus. Poglavja: 2, 5, 6.
- Ogrinc Vidic, A. (2023). *Digitalna transformacija v (digitalnem) marketingu* [online]. Dostopno na <https://spletnik.si/blog/digitalna-transformacija-v-digitalnem-marketingu/> [dostop 6. marca 2025].
- Stempihar, A. (2021). *Digitalna transformacija*, Askit [online]. Dostopno na <https://www.askit.si/sl-si/digitalna-transformacija> [dostop 6. marca 2025].

##### Priporočena/ Recommended:

- Grayson, R. (2023). *Foundations in Digital Marketing Building Meaningful Customer Relationships and Engaged Audiences*. CC BY 4.0 licence. Dostopno na: <https://opentextbc.ca/foundationsdigitalmarketing/>
- Kingsnorth, S. (2022). *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. London: KoganPage.
- Solomons, D., Kliphuis, T. and Wadley, M. (2022). *eMarketing: The Essential Guide to Marketing in a Digital World - 7th Edition*. Red & Yellow. License: CC BY-NC-SA. Dostopno na: [https://www.redandyellow.co.za/wp-content/uploads/2022/11/Ry\\_eMarketing\\_ed7.pdf](https://www.redandyellow.co.za/wp-content/uploads/2022/11/Ry_eMarketing_ed7.pdf)
- Pompe, A. (2011). *Ustvarjalnost in inovativnost: Nujnost sodobnega podjetništva*. Ljubljana: Gea College.
- Stempihar, A., (2021) ' Moč in nemoč digitalnih poslovnih modelov', Svet Kapitala [online]. Dostopno na <https://svetkapitala.delo.si/mnenja/moc-in-nemoc-digitalnih-poslovnih-modelov/#&gid=1&pid=1> [dostop 6. marca 2025].

#### Cilji in kompetence:

##### Cilji predmeta

Po uspešno zaključenem predmetu bodo študenti:

1. Razumeli vlogo digitalnih tehnologij pri razvoju in rasti podjetij ter njihov vpliv na poslovne modele.
2. Analizirali različne poslovne modele in ocenili njihovo primernost za digitalno okolje.
3. Na praktičnih primerih oblikovali osnovne digitalne strategije.
4. Uporabljali podatkovno analitiko in napredna analitična orodja za spremljanje, testiranje in izboljševanje uspešnosti digitalnega marketinga in rasti podjetij.
5. Prepoznali povezavo med digitalnim marketingom in širšimi strateškimi poslovnimi cilji podjetja.
6. Vrednotili vpliv digitalne transformacije na konkurenčnost in trajnostni razvoj podjetij.

#### Objectives and competences:

##### Course objectives

Upon successful completion of the course, students will:

1. Understand the role of digital technologies in the development and growth of businesses and their impact on business models.
2. Analyse different business models and assess their suitability for the digital environment.
3. Using practical examples, develop basic digital strategies.
4. Use data analytics and advanced analytical tools to monitor, test and improve digital marketing performance and business growth.
5. Recognise the link between digital marketing and the company's broader strategic business objectives.
6. Evaluate the impact of digital transformation on the competitiveness and sustainable development of businesses.

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| <ol style="list-style-type: none"> <li>Načrtovali in implementirali rešitve za rast podjetij na podlagi podatkovne analitike in digitalnih trendov.</li> <li>Razumeli vlogo umetne inteligence pri avtomatizaciji digitalnega marketinga in optimizaciji uporabniške izkušnje.</li> <li>Kritično presojali prihodnje trende digitalnega marketinga ter ocenili njihov učinek na poslovne modele in tržne strategije.</li> </ol> <p>Splošne kompetence:</p> <ol style="list-style-type: none"> <li>Strateško razmišljanje in načrtovanje – sposobnost celostnega razumevanja digitalnih strategij in njihovega vpliva na rast podjetij.</li> <li>Analitično in kritično mišljenje – sposobnost ocenjevanja poslovnih modelov, tržnih podatkov in sprejemanja strateških odločitev na podlagi digitalne analitike.</li> <li>Obvladovanje podatkovne analitike – sposobnost razumevanja ključnih kazalnikov uspešnosti (KPI), interpretacije podatkov in njihove uporabe za optimizacijo poslovnih strategij.</li> <li>Povezovanje digitalnega marketinga z rastjo podjetja – razumevanje vpliva marketinških aktivnosti na dolgoročno uspešnost podjetja in njegovo konkurenčnost.</li> <li>Sposobnost uporabe sodobnih digitalnih tehnologij in orodij – uporaba umetne inteligence in avtomatizacije pri optimizaciji marketinških procesov in personalizaciji uporabniške izkušnje.</li> <li>Razvoj komunikacijskih in pogajalskih sposobnosti – sposobnost sodelovanja v timih, kritične refleksije in učinkovitega poslovnega komuniciranja.</li> </ol> <p>Predmetno-specifične kompetence:</p> <ol style="list-style-type: none"> <li>Razumevanje modelov digitalne rasti podjetij – sposobnost analize različnih strategij rasti in njihove prilagoditve glede na poslovno okolje.</li> <li>Načrtovanje, izvajanje in vrednotenje digitalnih kampanj – sposobnost oblikovanja, testiranja in prilagajanja marketinških aktivnosti v skladu s poslovnimi cilji.</li> <li>Uporaba ključnih digitalnih marketinških orodij – razumevanje SEO, plačanega oglaševanja, vplivnostnega marketinga in drugih digitalnih kanalov.</li> <li>Sposobnost oblikovanja, testiranja in prilagajanja digitalnih marketinških kampanj na podlagi analitičnih podatkov in uporabniškega vedenja.</li> </ol> | <ol style="list-style-type: none"> <li>Design and implement solutions for business growth based on data analytics and digital trends.</li> <li>Understand the role of AI in automating digital marketing and optimising the customer experience.</li> <li>Critically assess future trends in digital marketing and evaluate their impact on business models and marketing strategies.</li> </ol> <p>General competences</p> <ol style="list-style-type: none"> <li>Strategic thinking and planning - the ability to understand digital strategies and their impact on business growth.</li> <li>Analytical and critical thinking - the ability to evaluate business models, market data and make strategic decisions based on digital analytics.</li> <li>Mastery of data analytics - ability to understand key performance indicators (KPIs), interpret data and use it to optimise business strategies.</li> <li>Linking digital marketing to business growth - understanding the impact of marketing activities on a company's long-term success and competitiveness.</li> <li>Ability to use modern digital technologies and tools - applying artificial intelligence and automation to optimise marketing processes and personalise the customer experience.</li> <li>Developing communication and negotiation skills - the ability to work in teams, to reflect critically and to communicate effectively in business.</li> </ol> <p>Subject-specific competences:</p> <ol style="list-style-type: none"> <li>Understanding digital business growth models - ability to analyse different growth strategies and adapt them to the business environment.</li> <li>Planning, implementing and evaluating digital campaigns - the ability to design, test and adapt marketing activities in line with business objectives.</li> <li>Using key digital marketing tools - understanding SEO, paid advertising, influencer marketing and other digital channels.</li> <li>Ability to design, test and adapt digital marketing campaigns based on analytical data and user behaviour.</li> </ol> |
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**Predvideni študijski rezultati:**

**Intended learning outcomes:**

**Znanje in razumevanje:**

**Knowledge and understanding:**

- Razložiti in kritično oceniti vlogo digitalnih tehnologij pri razvoju in rasti podjetij ter njihov vpliv na poslovne modele.

- Explain and critically evaluate the role of digital technologies in the development and growth of businesses and their impact on business models.

|                                                                                                                                                                                                                                            |                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Analizirati in primerjati različne poslovne modele ter oceniti njihovo primernost za digitalno okolje.                                                                                                                                  | 2. Analyse and compare different business models and assess their suitability for the digital environment.                                                                                       |
| 3. Načrtovati, oblikovati in izvajati digitalne strategije in marketinške kampanje, usklajene s cilji podjetja.                                                                                                                            | 3. Plan, design and execute digital strategies and marketing campaigns aligned with the company's objectives.                                                                                    |
| 4. Uporabljati podatkovno analitiko in interpretirati podatke iz različnih analitičnih orodij (Google Analytics, Facebook Pixel, SEO analitika) za spremljanje, testiranje, vrednotenje in optimizacijo digitalnih marketinških strategij. | 4. Use data analytics and interpret data from different analytical tools (Google Analytics, Facebook Pixel, SEO analytics) to monitor, test, evaluate and optimise digital marketing strategies. |
| 5. Razložiti koncept večkanalnega pristopa (omnichannel) in njegovo vlogo pri digitalnih marketinških strategijah.                                                                                                                         | 5. Explain the concept of omnichannel and its role in digital marketing strategies.                                                                                                              |
| 6. Predvideti prihodnje trende digitalne transformacije in oceniti njihov vpliv na konkurenčnost in rast podjetij.                                                                                                                         | 6. Anticipate future trends in digital transformation and assess their impact on business competitiveness and growth.                                                                            |

#### Metode poučevanja in učenja:

#### Learning and teaching methods:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Frontalno delo:</b> predavanja z aktivno udeležbo študentov (razlaga, diskusija, reševanje primerov)</p> <p><b>Sodelovalno delo:</b> projektno delo, timsko delo, delo v virtualnem učnem okolju</p> <p><b>Individualno delo:</b> naloge, študij literature in virov, razvojno in raziskovalno delo, refleksija, samoocenjevanje, javni nastop, pisni izdelki, delo v virtualnem učnem okolju.</p> <p>Opređeljene metode poučevanja in učenja so pri študiju na daljavo ustrezno podprte s sodobnimi informacijsko-komunikacijskimi orodji in dopolnjene z učinkovitimi pristopi poučevanja in učenja v virtualnem učnem okolju.</p> | <p><b>Frontal instruction:</b> lectures with active participation of students (explanation, discussion, problem-solving)</p> <p><b>Collaborative group work:</b> project work, teamwork, work in the virtual learning environment</p> <p><b>Individual work:</b> assignments, study of literature and resources, research and development work, reflection, self-assessment, public speaking, papers, work in the virtual learning environment</p> <p>The teaching and learning methods that are employed in distance learning are supported by modern information and communication tools and supplemented with effective teaching and learning approaches within the virtual learning environment.</p> |
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#### Načini ocenjevanja:

Delež (v %) /  
Weight (in %)

#### Assessment:

|                                                                    |      |                                                                        |
|--------------------------------------------------------------------|------|------------------------------------------------------------------------|
| Sprotno preverjanje in ocenjevanje znanja:                         |      | Type (examination, oral, coursework, project):                         |
| ▪ Krajši pisni izdelki (predstavitev/diskusij o študijah primerov) | 10 % | ▪ Shorter written products (presentations/discussions of case studies) |
| ▪ Daljši pisni izdelki (predstavitev/diskusij o študijah primerov) | 45 % | ▪ Longer written products (presentations/discussions of case studies)  |
| ▪ Online test                                                      | 45 % | ▪ Online test                                                          |
| Končno preverjanje in ocenjevanje znanja:                          |      | Final assessment and evaluation:                                       |
| ▪ Daljši pisni izdelek                                             | 40 % | ▪ Longer written product                                               |
| ▪ Pisni izpit                                                      | 60 % | ▪ Written exam                                                         |

#### Reference nosilca / Lecturer's references:

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