UČNI NAČRT PREDMETA/COURSE SYLLABUS	
Predmet	**Učeča se organizacija**
Course title	*Learning Organisation*

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Vzgoja in menedžment v zdravstvu/2. stopnja	Ni smeri študija	2. letnik	I.
Education and Management in Health Care / 2nd Cycle	No study field	2st year	Ist

Vrsta predmeta/Course type	izbirni / elective

Univerzitetna koda predmeta/University course code	VMZ 2 IP UN 6

Predavanja **Lectures**	**Seminar** **Seminar**	**Sem. vaje** **Tutorial**	**Lab. vaje** **Laboratory work**	**Teren. vaje** **Field work**	**Samost. delo** **Individ. work**	**ECTS**
30		30			180	8

Nosilec predmeta/Lecturer:	prof. dr. Jasmina Starc

Jeziki/ **Languages:**	**Predavanja/Lectures:**	slovenski/Slovenian
	Vaje/Tutorial:	slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Vpis v drugi letnik študijskega programa.	The prerequisite for inclusion is enrolment in the second year of study.

Vsebina:

- Uvod.
- Učeča se organizacija. Razlaga pojmov.
- Razvoj koncepta učeče se organizacije.
- Izzivi sodobne družbe in gospodarstva.
- Pet ključnih disciplin po Sengeju.
- Pomen učenja.
- Ravni učenja v organizaciji.

Content (Syllabus outline):

- Introduction.
- Learning organisation. Explanation of terms.
- Development of the concept of a learning organisation.
- The challenges of modern society and the economy.
- The five key disciplines by Senge.
- The importance of learning.

• Komunikacija v organizacijskem učenju. • Prednosti in značilnosti učečih se organizacij. • Modeli (Future-O). • Načrtovanje in izvajanje procesa. • Metode ustvarjalnega premagovanja preprek.	• The levels of learning in an organisation. • Communication in organisational learning. • The advantages and characteristics of learning organisations. • Models (Future-O). • Planning and implementation of the process. • Methods of overcoming obstacles in a creative manner.

Temeljna literatura in viri/Readings:

Temeljna literatura – št. izvodov v knjižnici FZV NM
• Dimovski, V. et al. (2005). Učeča se organizacija: ustvarite podjetje znanja. Ljubljana: GV založba.
• Senge, P. M. (2001). Peta disciplina : principi i praksa učeče organizacije. Zagreb: Mozaik knjiga.
• Charney, C. (2005). The trainer's tool kit. New York: AMACOM.
• Daft, R. L. (2005). The new era of management. Mason (OH): Thomson Learning.
• McKenzie, J. (2004). Understanding the knowledgeable organization: nurturing knowledge competence. London: Thomson.

Cilji in kompetence:	**Objectives and competences:**
Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc: • celovito kritično mišljenje, sposobnost analize, sinteze in predvidevanja na področju zdravstvenih, poslovnih, upravnih, organizacijskih in drugih družbenih ved, • obvladovanje raziskovalnih metod, postopkov, procesov in tehnologije, • sposobnost kreativne uporabe znanja v zdravstvenem okolju, • poznavanje in razumevanje procesov v zdravstvenem okolju ter usposobljenost za njihovo analizo, sintezo in predvidevanje rešitev oz. posledic, • usposobljenost za prepoznavanje potreb po spremembah in uvajanje inovacij v zdravstvenem okolju,	*The learning unit mainly contributes to the development of the following general and specific competences:* • comprehensive critical thinking, the ability for analysis, synthesis and anticipating solutions in the field of health, business, management, organisational and other sciences, • mastering the research methods, procedures, processes and technology, • the ability for creative knowledge implementation in the healthcare environment, • knowledge and understanding of the processes in the healthcare environment and being qualified for their analysis, synthesis and anticipating solutions or consequences, • being qualified to identify the needs for changes and introducing innovations into the healthcare environment,

• avtonomnost pri odločanju in odgovornost za sprejete odločitve, • usposobljenost za komuniciranje v domačem in mednarodnem okolju, • ozaveščenost o nujnosti lastnega izpopolnjevanja, dopolnjevanja, poglabljanja in posodabljanja znanja, • sposobnost umeščanja novih spoznanj, informacij in interpretacij v kontekst zdravstvenih ved, • usvajanje znanja, razvoj veščin in spretnosti za delovanje v timih, razumevanje nehierarhičnih organizacijskih struktur ter stalno in sprotno učenje.	• autonomy in decision making and responsibility for the decisions made, • being qualified to communicate in the domestic and international environment, • awareness of the necessity of one's own development, as well as complementing, deepening and updating knowledge, • the ability for mapping new insights, information and interpretations in the context of health sciences, • the acquisition of knowledge, development of skills to function in teams, understanding the non-hierarchical organisational structures, and continuous and ongoing learning.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Študent/študentka: • pozna in razume razvoj koncepta učeče se družbe in učeče se organizacije v povezavi s splošnim družbenim, tehnološkim in organizacijskim razvojem, • povezuje znanje s področij menedžmenta, organizacije, zdravstva in drugih ved, • razvija analitične sposobnosti in kritično mišljenje ter celovito razumevanje principov delovanja učeče se organizacije za obvladovanje sprememb v delovnem okolju, • razume pomen učenja kot temeljne vrednote družbe znanja in učeče se organizacije, • analizira lastno učenje drugih ter pripravo osebnih načrtov učenja, • pozna način organiziranja in motiviranja za dvig kulture učenja pri sebi in drugih, • razvija veščine sodelovalnega učenja in timskega dela ter njihovo širšo uporabo, • razume prednosti učeče se organizacije in probleme, ki jih prinašajo spremembe v manjših in večjih organizacijah ter zna poiskati rešitve,	*Knowledge and understanding:* *Students:* • know and understand the development of the concepts of learning society and learning organisation in connection with the general social, technological and organisational development, • link the knowledge from the areas of management, organisation, health care and other disciplines, • develop analytical skills and critical thinking and comprehensive understanding of the principles of learning organisation operations for managing changes in the working environment, • understand the significance of learning as a fundamental value of the knowledge society and learning organisation, • analyse the learning and preparation of personal learning plans of others, • know the manner of organising and motivating to raise the culture of learning in yourself and others, • develop cooperative learning skills and teamwork and their wider use, • understand the benefits of learning organisation and the problems that changes can bring in smaller and larger

• razvija odprtost za ljudi, socialne situacije ter smisel za uvajanje in sprejemanje novosti.	organisations with knowing how to find solutions, • develop openness to people, social situations and sense for introducing and accepting innovations.

Metode poučevanja in učenja:	**Learning and teaching methods:**
• *predavanja* z aktivno udeležbo (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • *raziskovalno delo* (pisni izdelek, predstavitev in vodena diskusija), • *konzultacije* (individualne in skupinske), • *usmerjen samostojni študij* (motiviranje, samoopazovanje, refleksija, vrednotenje).	• *lectures* with active student participation (explanation, discussion, questions, examples, problem solving), • *research work* (written paper, presentation and guided discussion), • *consultations* (individual and in groups), • *guided independent study* (motivation, self-observation, reflexion, evaluation).

Načini ocenjevanja:	Delež (v %) Weight (in %)	**Assessment:**

• 100% udeležba na predavanjih in vajah: priprava, predstavitev in zagovor raziskovalne naloge – 100 % ocene;
• če študent ni 100 % udeležen na predavanjih in vajah:
  - izpit – 60 % ocene,
  - priprava, predstavitev in zagovor raziskovalne naloge – 40 % ocene.
	100%
	
	60 %
	40 %
		• 100% participation in lectures and tutorial: preparation, presentation and defence of the research paper – 100% of the final grade;
		• if students do not have the 100% participation in lectures and tutorial:
		  - exam – 60%
		  - preparation, presentation and defence of the research paper – 40%

Ocenjevalna lestvica: ECTS.		Grading scheme: ECTS.