

SUPERVIZIJA V JAVNI UPRAVI

UČNI NAČRT PREDMETA/COURSE SYLLABUS

Predmet:	SUPERVIZIJA V JAVNI UPRAVI
Course title:	SUPERVISION IN PUBLIC ADMINISTRATION
Članica nosilka/UL Member:	UL FU

Študijski programi in stopnja	Študijska smer	Letnik	Semestri	Izbirnost
Upravljanje javnega sektorja, prva stopnja, univerzitetni	Ni členitve (študijski program)	2. letnik, 3. letnik	1. semester	izbirni

Univerzitetna koda predmeta/University course code:	0174714
Koda učne enote na članici/UL Member course code:	1820

Predavanja /Lectures	Seminar /Seminar	Vaje /Tutorials	Klinične vaje /Clinical tutorials	Druge oblike študija /Other forms of study	Samostojno delo /Individual student work	ECTS
20				90	70	6

Nosilec predmeta/Lecturer:	Jernej Buzeti
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Vrsta predmeta/Course type:	IZBIRNI/ELECTIVE
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Jeziki/Languages:	Predavanja/Lectures:	Angleščina, Slovenščina
	Vaje/Tutorial:	Angleščina, Slovenščina

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

Vsebina:	Content (Syllabus outline):
1. Pojemne opredelitve supervizije 2. Delovno okolje in supervizija 3. Modeli supervizije 4. Proces supervizije 5. Supervizija v javni upravi 6. Vloga supervizorja v javni upravi 7. Sposobnosti in znanja supervizorja v javni upravi 8. Metode in tehnike supervizije v javni upravi 9. Individualna supervizija v javni upravi 10. Skupinska supervizija v javni upravi 11. Samozavedanje supervizorja v javni upravi 12. Regulacija in samoregulacija čustev supervizorja v javni upravi	1. The definition of supervision 2. The working environment and supervision 3. Models of supervision 4. Supervision process 5. Supervision in public administration 6. Role of the supervisor in public administration 7. Skills and knowledge of supervisor in public administration 8. Methods and techniques of supervision in public administration 9. Individual supervision in public administration 10. Group supervision in public administration 11. Self-awareness of supervisor in public administration 12. Regulation and self-regulation of supervisor in public administration

Temeljna literatura in viri/Readings:

1. Kobolt, A., Žorga, S., Tancig, S., Dekleva, B. (2013). Supervizija. Pedagoška fakulteta, Ljubljana.
2. Rožič, T. (2015). Supervizija v psihoterapiji : regulacija afekta v relacijski superviziji in terapiji. Ljubljana-Vienna : Sigmund Freud University Press.
3. Vec, T. (2021). Supervizija v svetovalni dejavnosti v izobraževanju odraslih. Andragoški center Republike Slovenije. (25 strani).

Cilji in kompetence:**Cilji****Študent:**

- pozna in razume pomen supervizije v organizaciji,
- pozna zakonitosti individualne in skupine supervizije v javni upravi,
- pozna pristope in tehnike supervizije s posamezniki,
- razume pomen samoregulacije in regulacije ljudi v javni upravi.

Kompetence

- razumevanje supervizije v javni upravi,
- sposobnost razumevanja vloge posameznika in vodje ter njegovih stisk v delovnem okolju,
- sposobnost razumevanja tolerantnega, avtonomnega, skrbnega in občutljivega obravnavanja posameznika ali skupine, brez izrekanja sodb,
- sposobnost uporabe osnovnih veščin supervizije,
- sposobnost uporabe osnov samoregulacije in regulacije.

Objectives and competences:**Objectives****Student:**

- Knows and understands the importance of supervision in the organization.
- Learn about the individual and group supervision in public administration.
- Know how to use techniques of supervision and how to manage individuals.
- Understand the importance of self-regulation and regulation in public administration.

Competences

- Understanding supervision in public administration.
- The ability to understand the role of individuals and leaders and his troubles in the working environment,
- The ability to understand tolerant, careful and sensitive treatment of an individual or a group, passing no judgments,
- The ability to use basic skills of supervision.
- The ability to use the basics skills of self-regulation and regulation.

Predvideni študijski rezultati:

Študenti bodo zmožni spoznati in razumeti vlogo supervizije v javni upravi. Pridobili bodo temeljna znanja s področja supervizije in razvili osnovne spretnosti samoregulacije in supervizije. Razumeli bodo pomembnejše metode in tehnike supervizije v javni upravi.

Intended learning outcomes:

Students will be able to identify and understand the importance of supervision in public organization. They will gain the fundamental knowledge in the field of supervision and develop the basic skills of self-regulation and supervision. They will understand the importance of methods and technique of supervision in public administration.

Metode poučevanja in učenja:

1. predavanje
2. seminarsko delo / projektno delo
3. nastopi in predstavitve
4. študija primera
5. problemsko učenje
6. e-učenje

Learning and teaching methods:

1. lecture
2. coursework / project work
3. appearance and presentation
4. case study
5. problem based learning
6. e-learning

Načini ocenjevanja:**Delež/Weight****Assessment:**

1. pisni izpit in/ali ustni izpit (pogoj: pozitivna ocena izpita)

60,00 %

Written (and/or oral) examination (condition: positive evaluation of the exam)

2. Aktivno sodelovanje (samostojno in/ali skupinsko delo, e-učenje, test, esej), skupinsko delo in poročilo (poročilo projektne naloge, zagovor projektne naloge) Pri oblikovanju ocene predmeta se

40,00 %

Active participation (individual and/or group work, e-learning, test, essay) group work and report (report of project work, oral presentation of project work) Final assessment of the course is the sum of the

upoštevajo rezultati tistih delnih obveznosti, ki jih študent pridobi do roka za katerega je razpisana časovna obveznost (pisni ali ustni izpit).		written (and / or oral) examination and other partial estimates of commitments that are finished before the time of examination.
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Ocenjevalna lestvica:

5 - 10, pri čemer velja, da je pozitivna ocena od 6 - 10

Grading system:

5 - 10, a student passes the exam if he is graded from 6 to 10

Reference nosilca/Lecturer's references:

1. Poljanec, A. in Buzeti, J. (2022). Teachers' attachment, sickness absence and presenteeism : association between teachers' attachment and sickness absence and presenteeism in elementary schools. *Ricerche di pedagogia e didattica*, 17(3), 87-103.
2. Buzeti, J., Stare, J., Klun, M., Kotnik, Ž. (2016). The impact of leader's temperament on work absence. *Transylvanian review of administrative sciences*, ISSN 1842-2845, sp. iss., str. 23-37.
<file:///C:/Users/anitac/Downloads/502-994-1-SM.pdf>. [COBISS.SI-ID [4994222](#)].
3. Buzeti, J. Stare, J. (2010). Janez. Samopodoba vodij v upravnih enotah = Self-concept of leaders in administrative units. *Uprava*, 8 (4), 7-31. [COBISS.SI-ID [3540142](#)]