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| | UČNI NAČRT PREDMETA/COURSE SYLLABUS |
| Predmet | Modeli za poslovno odločanje |
| Course title | <i>Models for Business Decision-Making</i> |

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

Vrsta predmeta/Course type

izbirni / elective

Univerzitetna koda predmeta/University course code

VMZ 2 IP UN 4

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

Nosilec predmeta/Lecturer:

doc. dr. Franc Hudej

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:

Content (Syllabus outline):

- *Teorija odločanja.* Odločanje v pogojih gotovosti, v pogojih tveganja in v pogojih popolne negotovosti.
- *Uporaba metod v procesu odločanja.* Linearno programiranje. Določanje funkcije koristnosti. Optimizacija. Simulacija. Napovedovanje. Drevesa odločanja. Teorija iger. Maksimaks. Maksimin. Minimaks.

- *The theory of decision making.* Decision making under conditions of certainty, in risk conditions, and in conditions of complete uncertainty.
- *Use of the methods in the decision-making process.* Linear programming. Determination of the usefulness functions. Optimisation. Simulation. Forecasting. Decision trees. Game theory. Maximax. Maximin. Minimax.

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| <ul style="list-style-type: none"> • <i>Modeli za odločanje.</i> Razvrščanje modelov glede na problemska področja ter smotre in cilje v procesu odločanja. • <i>Modeli za načrtovanje, izvajanje in ocenjevanje projektov.</i> Sistemska dinamika. Portfeljska analiza. CPM. PERT. Veriga vrednosti. | <ul style="list-style-type: none"> • <i>Models of decision making.</i> The classification of models regarding problem areas, as well as purposes and objectives in the decision making process. • <i>Models for planning, implementation and evaluation of projects.</i> System Dynamics. Portfolio analysis. CPM. PERT. Chain of value. |
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Temeljna literatura in viri/Readings:

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| <p>Temeljna literatura</p> <ul style="list-style-type: none"> • Hudej, F., Zidarn, J. (2000). <i>Odločitveni modeli.</i> VŠUP: Novo mesto. • Prašnikar, J. in Debeljak, Ž. (1998). <i>Ekonomski modeli za poslovno odločanje.</i> Ljubljana: Gospodarski vestnik. • Bohanec, M. (2006). <i>Odločanje in modeli.</i> Ljubljana: DMFA. – 5; 2012 • Dimovski, V. (2007). <i>Organiziranje in odločanje.</i> Ljubljana: Ekonomska fakulteta. • Biloslavo, R. (2007). <i>Odločanje v managementu.</i> Koper: Fakulteta za management. |
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Cilji in kompetence:

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| <p><i>Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:</i></p> <ul style="list-style-type: none"> • usposobljenost za raziskovanje na področju zdravstva in procesov odločanja, • razumevanje teorij in poznavanje metod za uporabo kritične analize in metod za implementacijo teorije v prakso, • poznavanje in razumevanje procesov odločanja in sposobnost za diagnozo problemov in iskanju možnih alternativ za njihovo rešitev, • fleksibilna uporaba znanja v praksi, • sposobnost za reševanja konkretnih problemov v zdravstvu, • sposobnost pridobivanja, selekcije in evalvacije novih informacij na področju zdravstva, • sposobnost uporabe informacijsko komunikacijske tehnologije in sistemov na področju zdravstva, • usposobljenost za načrtovanje, preverjanje in ocenjevanje delovnih rezultatov in oblikovanje povratnih informacij. | <h3>Objectives and competences:</h3> <p><i>The learning unit mainly contributes to the development of the following general and specific competences:</i></p> <ul style="list-style-type: none"> • qualifications for research in the area of health care as well as the decision making processes, • understanding theories and gaining knowledge of the methods for critical analysis as well as the methods for implementing theory into practice, • knowledge and understanding of the processes of decision making and the ability to diagnose problems and to find possible alternatives for their solution, • flexible use of knowledge in practice, • the ability of solving concrete working problems in the area of health care, • the ability of obtaining, selecting and evaluating new information in the context health care, • the ability to use information-communication technology and systems in the field of health care, • the ability for planning, verification and evaluation of work results and giving feedback. |
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Predvideni študijski rezultati:**Intended learning outcomes:**

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| <p>Študent/študentka:</p> <ul style="list-style-type: none"> • pozna in razume pojme, zakonitosti, teorije, pojave, strukture, procese, relacije, postopke, • se usposobi za uporabo modelov na posameznih primerih in za iskanje povezav s prakso, • razume in kritično ovrednoti skladnost med teorijo in prakso, • učinkovito uporablja literaturo in vire, didaktične pripomočke, postopke, metode in orodja. | <p>Knowledge and understanding:</p> <p>Students:</p> <ul style="list-style-type: none"> • know and understand the concepts, principles, theory, phenomena, structures, processes, relations and procedures, • are qualified for using models in individual cases and for finding connections with practice, • understand and critically evaluate the conformity between theory and practice, • effectively use literature and resources, didactic aids, procedures, methods and tools. |
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Metode poučevanja in učenja:**Learning and teaching methods:**

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| <ul style="list-style-type: none"> • <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • <i>seminarske vaje</i>: priprava, predstavitev in uspešen zagovor seminarske naloge (aplikacija pridobljenega znanja, študija primera, kritično presojanje, diskusija), • projektno delo, • raziskovalno delo, • individualno delo. | <ul style="list-style-type: none"> • <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving); • <i>tutorial</i>: preparation, presentation and a successful defence of a project paper (problem solving, case studies with discussion, methods of critical thinking, reflection of experience, evaluating). • <i>project work</i>, • <i>research work</i>, • <i>individual work</i>. |
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Načini ocenjevanja:

Delež (v %)

Weight (in %)

Assessment:

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| <ul style="list-style-type: none"> • 100% udeležba na predavanjih in vajah: priprava, predstavitev in zagovor raziskovalne naloge – 100 % ocene; • če študent ni 100 % udeležen na predavanjih in vajah: <ul style="list-style-type: none"> - izpit – 60 % ocene, - priprava, predstavitev in zagovor raziskovalne naloge – 40 % ocene. <p>Ocenjevalna lestvica: ECTS.</p> | <p>100%</p> <p>60 %</p> <p>40 %</p> | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - exam – 60% - preparation, presentation and defence of the research paper – 40% <p>Grading scheme: ECTS.</p> |
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