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Iz vsebine stran

OBLIKOVANJE RAZISKOVALNE METODOLOGIJE UČNEGA OKOLJA: PRIMER COVID-19

Andrej Raspor https://orcid.org/0000-0002-8098-9554[1]

Povzetek:
Namen: *V članku obravnavamo različne pristope pri družboslovnem raziskovanju. Namen članka je postaviti metodologijo za raziskovanje vplivov različnih dejavnikov na študente, akademsko osebje in študentske službe v času karantene, kot posledica pandemije COVID-19.*
Metodologija: *Ta študija se opira na analizo že obstoječih sekundarnih podatkov in virov, s pomočjo katerih smo interpretirali rezultate. Primerjali smo različne metodologije, da smo lahko postavili lastno metodologijo, s katero bomo lahko izvedli raziskavo med študenti, akademskim osebjem in študentskimi službami.*
Ugotovitve: *Ugotovili smo, da je potrebno za potrebe raziskave dopolniti anketni vprašalnik, saj mora ta vključevati tudi tista vprašanja, ki se nanašajo na dejavnike stresa, kodeks poučevanja in prihodnost študija.*
Omejitve: *Na podlagi izdelane metodologije bo izvedena raziskava v Sloveniji. Raziskovalne ugotovitve bodo koristile tudi drugim raziskovalcem pri nadaljnjem raziskavanju. Zato pozivamo raziskovalce, da koristijo predlagano metodologijo na ravni izobraževalnih institucij in države.*
Praktična uporabnost: *Članek ponuja neposredno raziskovalno orodje, ki bo ponujeno tudi drugim raziskovalcem v regiji, ki bi želeli raziskavo ponoviti tudi v svojem okolju.*
Izvirnost prispevka: *Originalnost raziskave se kaže v tem, da bodo v raziskavo poleg študentov in akademskega osebja vključene tudi študentske službe. Na ta način naj bi se dobilo celovito sliko, kaj se je dogajalo v času študija na daljavo, in ustrezne napotke, kako bi se morali odzivati v prihodnosti.*

Ključne besede: *študenti, akademsko osebje, študentske službe, epidemija COVID-19.*

DEVELOPING NEW RESEARCH METHODOLOGY FOR STUDYING LEARNING ENVIRONMENT: COVID-19

Abstract:
Purpose: *This paper discusses different approaches to social sciences research. The objective is to develop new research methodology that could be adopted to study and analyze how different factors related to Covid-19 crisis affect students, lecturers and student affairs professionals.*
Design/Methodology/Approach: *This study is based on existing secondary data and sources which served as a tool for interpreting the results. In order to develop a completely new methodology we first had to compare other already established methods. We then used this newly developed methodology as a baseline for our research.*
Findings/Results and conclusions: *In order to capture the intended information, we had to adapt the survey questionnaire and add new questions concerned with stress factors, code of conduct for educators and the future of education.*
Research limitations/implications: *Adopting this new methodology we performed research targeting Slovenian university lecturers, students and student affairs professionals. Our findings can serve other researchers working in the field of education, be it at institutional or national level.*
Practical implications: *This paper offers a valuable research tool available to other researchers in the region who show interest in conducting similar research in their own environment.*
Originality/value: *This research is among first attempts to target not only lecturers and students but also student affairs professionals. This approach provides a wider insight into distance learning experience during Covid-19 crisis and offers valuable guidelines on how to manage a similar crisis in the future.*

Keywords: *students, academic staff, student affairs professionals, Covid-19 pandemic.*

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Introduction

Due to the threat of COVID-19, colleges and universities are facing decisions about how to continue teaching and learning while keeping their faculty, staff, and students safe from a public health emergency that is moving fast and is not well understood. Many institutions have opted to cancel all face-to-face classes, including labs and other learning experiences, and have mandated that faculty move their courses online to help prevent the spread of the virus that causes COVID-19 (Hodges idr., 2020).
This paper studies the learning environment and all the stakeholders involved (lecturers, student affairs professionals and students), teaching methods (Face-to-Face, Distance education, Blended learning) and relevant research methods which can be adopted to enhance education.
The newly designed methodology and survey questionnaire which we used in the research as research instrument will also be available to other researchers who might be interested in doing a similar research and compare the results.

Literature review
Learning environment

Moving instruction online can enable the flexibility of teaching and learning anywhere, anytime, but the speed with which this move to online instruction is expected to happen is unprecedented and staggering (Hodges idr., 2020). The major stakeholders in education include (1) lecturers, (2) student affairs professionals and (3) students as shown in the picture below (Figure 1: Major stakeholders in education).
These are also the stakeholders that we will incorporate into our research. If we look closely at the job description of Lecturer, we see that their main duty and responsibility is "To design, develop and produce learning and teaching material and deliver either across a range of modules or within a subject area. Lecturers will ensure the efficient and effective delivery of teaching programs in accordance with the University's strategy, policy and procedures. They will contribute to activities that influence leading-edge practice, and may also undertake research activity". The key to becoming an effective student is learning how to study smarter, not harder (Loveless, n. d.). Today's college students are spending less time studying (Nonis & Hudson, 2006). That is even more true when it comes to online learning. For this very reason new teaching strategies and methods should be implemented to motivate students and help them to develop adaptability skills. Despite the fact that students have everything they need to develop necessary digital competences, they show little interest in applying them in the classroom to enhance learning, but rather use them in more unproductive and unrewarding ways, such is online interaction with their peers.
Along with the present trend of students spending less time on academic related activities, a growing number university administrators are concerned that today's postsecondary students are working more hours than their counterparts were years ago (Gose, 1998).
Student Administration Office, Office of Study Affairs and Student Affairs, student support or student services are different names for the department or division of services and support for student success at institutions of higher education to enhance student growth and development.
People who work in student affairs provide services, programs, and resources that help students to learn and grow outside the classroom. Some things that student affairs professionals do for students every day include (NASPA, n. d.):

- enhance student learning;
- guide academic and career decisions;
- mentor students;
- promote leadership skills;
- offer counselling during crises.

The size and organization of a student affairs division or department may vary based on the size, type, and location of an institution. Until COVID-19, employees worked in offices. Later, however, they began to work from home, or partly from home and partly at the office.

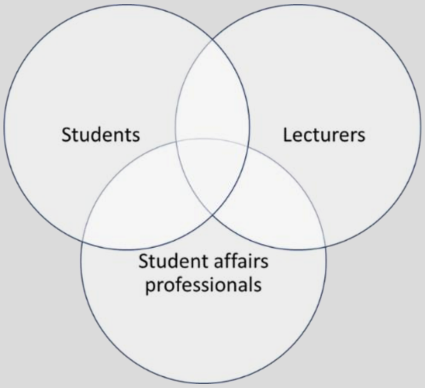

Figure 1. Major stakeholders in education

The interaction between the previously mentioned stakeholders is either direct or indirect. The job of student affairs professionals is to provide students with information, whereas lecturers offer support to students throughout the learning process. As a result, there is more face-to-face interaction between students and lecturers than between students and student affairs professionals who work with students indirectly.

Teaching models

There are different types of teaching models which can be categorized into three broad types: traditional teaching in classroom (Face-to-Face), remote teaching (Distance education) and blended or computer assisted teaching, where online learning replaces some of the face-to-face contact time in the classroom (Blended learning).
Face-to-Face education is when the course is designed to be delivered face-to-face with the tutor acting as a facilitator in a highly dialogic classroom (Moorhouse, 2020). Online learning as a concept and as a keyword has consistently been a focus of education research for over two decades (Singh & Thurman, 2019).
Distance education is the most renowned term used when referencing distance learning (Moore idr., 2011). E-Learning covers a wide range of processes and includes the delivery of content and instructional methods via CD-ROM, the Internet or an Intranet, audio- and videotape, satellite broadcast and interactive TV (Ellis, 2004). Online learning is described by most authors as access to learning experiences via the use of some technology (Benson, 2002; Carliner, 2004; Conrad, 2002). Blended Learning is one of the most modern and innovative type of education that combines old and new in one frame of work, it preserves traditional methods while also making use of technological invention to get students' attention who have already become addicted to digital media in their social life (Hamad, 2017). Blended learning systems combine face-to-face instruction with computer mediated instruction (Bonk & Graham, 2012).
Online learning carries a stigma of being lower quality than face-to-face learning, despite research showing otherwise. These hurried moves online by so many institutions at once could seal the perception of online learning as a weak option, when in truth nobody making the transition to online teaching under these circumstances will truly be designing to take full advantage of the affordances and possibilities of the online format (Hodges idr., 2020).

Methodology

Liaw and Huang suggested that four elements should be considered when developing e-learning environments: environmental characteristics, environmental satisfaction, learning activities, and learners' characteristics (Liaw & Huang, 2006). In e-learning environments, environmental characteristics, such as synchronous or asynchronous interaction, will create a high-level communicative environment that allows learners not only to share information, but also to determine how to retrieve useful information. Additionally, environmental satisfaction will enhance learners' perceptions of technology that might promote their participation in the learning processes. Moreover, learning activities in e-learning provide a great chance for learners and instructors to share their knowledge and experience. In essence, when users feel less self-confident toward information technology, they also show less positive feelings toward the technology (Liaw, 2008). We adopted this methodology, assessed the results (Raspor idr., 2016), and later improved it (Kleindienst & Raspor, 2020) in order to capture the intended information. We adapted the questionnaire based on our findings and test results. New questions about stress were added (Irawan et al., 2021) (Lait & Wallace, 2002) which encompass all three groups of stakeholders. Apart from that, additional question was added to the questionnaire addressing the future of education as seen by participants (Franchi, 2020). As the academics are facing radical changes in the learning environment, education institutions have no choice but to adopt new code of conduct for students (Schools, 2016) as well as for lecturers (Stahl idr., 2004).

Quantitative Research

In the most basic terms, quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically (Matthews & Ross, 2010). Quantitative research is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. It aims at establishing cause and effect relationship between two variables by using mathematical, statistical and computational methods (Ahmad idr., 2019). The research is also known as empirical research as it can be accurately and precisely measured. The data collected by the researcher can be divided into categories or put into rank, or it can be measured in terms of units of measurement. Graphs and tables of raw data can be constructed with the help of quantitative research, making it easier for the researcher to analyze the results.

Checklist of any research project (Bakkalbasi idr., 2012):

1. Project goals, objectives, and desired results
2. List of key stakeholders involved in the research
3. Project Research timeline
4. Confidentiality of Research
5. Data collection process
6. Data analysis
7. Presentation of results

Quantitative Research: An Operational Description (Ahmad idr., 2019):

- Purpose: explain, predict or control phenomena through focused collection and analysis of numerical data.
- Approach: deductive; tries to be value-free/has objectives/is outcome-oriented.
- Hypotheses: specific, testable, and stated prior to study.
- Literature review: extensive; may significantly influence a particular study.
- Setting: controlled to the degree possible.
- Sampling: uses largest manageable random/randomized sample, to allow generalization of results to larger populations.
- Measurement: standardized, numerical, "at the end"
- Design and Method: Strongly structured, specified in detail in advance; involves intervention, manipulation, and control groups; descriptive, correlation, experimental.
- Data Collection: via instruments, surveys, experiments, semi-structured formal interviews, tests, or questionnaires.
- Data Analysis: raw data is numbers; at end of the study, usually statistical.
- Data Interpretation: formulated at end of the study; stated as a degree of certainty.

Survey questionnaire

Questionnaires are commonly used in quantitative marketing research and social research. A questionnaire is a series of questions asked to participants to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. They are a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents or participants. Adequate questionnaire construction is critical to the success of a survey. Appropriate questions, correct ordering of questions, correct scaling, or good questionnaire format can make the survey worthwhile, as it may accurately reflect the views and opinions of the respondents. A useful method for checking a questionnaire and making sure it is accurately capturing the intended information is to pretest among a smaller subset of target respondents (Martin, 2006).

Types of Survey Questions

They are applied according to the purpose of the survey. There are about four different types of questionnaire designing for a survey (Goode & Hatt, 1952):

1. Contingency questions/Cascade format
2. Matrix questions
3. Closed-ended questions
4. Open-ended questions.

Descriptive statistics

Descriptive statistics are the numerical and graphical techniques which are used to organize, present and analyze data. The form of descriptive statistics that is used to describe a variable in a sample is dependent on the level of measurement that has been used (Fisher & Marshall, 2009).
As a nominal level of measurement is the sorting of cases into one of several categories, the measure of dispersion is based on the count or frequency of cases in each category known as the frequency distribution. The measure of central tendency for nominal data is the category with the most frequent number of cases, also known as the mode. Nominal level data are often presented in tables known as ‘‘crosstabs’’ or graphically represented using line or bar graphs (Fisher & Marshall, 2009).
Like for nominal data the measure of dispersion can be the frequency distribution of scores. As ordinal data are ordered in a hierarchy then all cases can be sorted from the lowest to highest score (rank-ordered distribution). The value or category of the case in the middle of a rank-ordered distribution is known as the median. Continuous data can be presented in a graphical form known as a frequency histogram (Fisher & Marshall, 2009).

Correlational research
The term correlation is one of the most useful and frequently used statistical concepts applied in scientific studies (Asamoah, 2014). Correlational research is a type of non-experimental research method in which a researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable. We have two forms of variables in correlational research namely: a criterion variable (dependent variable or output variable) and predictor variable (independent variable). An Independent variable is a variable that is believed to predict the outcome. The dependent variable is the variable to be predicted. Phi correlation is used when both predictor and criterion variables are natural dichotomies (two categories). When the predictor variable is a natural (real) dichotomies (two categories) and the criterion variable is interval or continuous, the serial correlation is used. But if the dichotomies are artificial, the tetrachoric correlation is used (Asamoah, 2014).

Survey questionnaire

For the purpose of this research, we used survey questionnaire. The survey was created in 1KA survey platform and available online so that the targeted audience could opt when to respond to the survey. We incorporated into our research three target groups: (1) lecturers; (2) student affairs professionals and (3) students, as seen in the picture (Figure 1: Major stakeholders in education).

Professional staff

Your experience with remote working before COVID-19 pandemic

Q2 - How would you describe your remote working experience before COVID-19 (before 1st March 2020)?

Please rate the following statements on a scale from 1 to 7 (1 means "NO PRIOR EXPERIENCE"; 7 means "WELL EXPERIENCED").

- Experience using the Internet
- Experience with e-learning (adapted to e-learning technology, e-lectures coordination and administration)
- Computer literacy (Office tools: Word, Excel, Power Point)
- Virtual presentation and speaking experience
- Video presentation experience
- Video conference experience
- Remote access experience

Q3 - Your e-learning system (tools and software) experience before COVID-19 pandemic (prior to 1st March 2022)?

Multiple answers are possible

- No prior experience
- Skype
- Viber
- Facebook
- Moodle
- Arnes
- Zoom
- Blackboard
- Microsoft Teams
- BigBlueButton
- MiTeam
- GoToMeeting
- Cisco WebEx
- Slack
- Other

Working online during COVID-19 pandemic

Q5 - Which e-learning software and tools were you using during COVID-19 pandemic? (From 15th March 2020 and from 12th October 2020 onwards)?

Multiple answers are possible

- Skype
- Viber
- Facebook
- Moodle
- Arnes
- Zoom
- Blackboard
- Microsoft Teams
- BigBlueButton
- MiTeam
- GoToMeeting
- Cisco WebEx
- Slack
- Other

Q6 - Rate your self-efficacy and performance using e-learning software and tools on a scale from 1 to 7 (1 means "STRONGLY DISAGREE" and 7 means "STRONGLY AGREE").

- I feel confident preparing e-learning contents
- I feel confident operating e-learning functions, using e-learning tools and software (signing in, using discussion forums ...)
- I feel confident assessing peers in an e-learning environment

Q7 - During COVID-19 pandemic, I was:

- working from University Office
- working from University Office most of the time
- both - working from University Office and working from home
- working from home most of the time
- working from home only
- temporarily laid off

Q8 - Working conditions and information provided to the working staff:

Please rate the following statements on a scale from 1 to 5 (1 means "STRONGLY DISAGREE", 5 means "STRONGLY AGREE").

- I had access to technology and was provided with all the necessary support for effective remote working
- I had high-speed internet access
- My employer communicated with me regularly and kept me informed of updated development related to COVID-19

The following questions are related to the e-learning environment

(e-classroom and online collaboration tools for students and professors).

Q10 - Perceived e-learning satisfaction:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE"; 7 means "STRONGLY AGREE".

- I am satisfied with using e-learning as a learning assisted tool
- I am satisfied with operating e-learning functions
- I am satisfied with e-learning contents
- I am satisfied with multimedia instructions

Q11 - Perceived usefulness of e-classroom:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

- I believe e-learning contents are informative
- I believe e-learning is a useful learning tool
- I believe e-learning contents are useful

Q12 - Multimedia instruction:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

- I like to use voice media instructions
- I like to use video media instructions
- I like to use multimedia instructions

Benefits and usefulness of acquired knowledge in e-learning environment

(e-classroom and online collaboration tools for students and professors).

Q14 - Application of the acquired knowledge through e-learning (multiple answers possible):

Multiple answers are possible

- Study
- At work
- When communicating with friends
- In everyday life
- Other

The following questions are concerned with working with students

Q16 - Student support:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
Working with students I noticed a lack of communication
Freshmen (first year students) frequently turned to Administrative Office for help and advice
Students demanded more information and guidance compared to previous years
When I was working from home my workload was bigger and I was putting in more hours than before COVID-19 pandemic.

Q17 - The impact of remote working during COVID-19 pandemic on stress and coping behavior in university professional staff

Q18 - Study and stress levels:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
My work was stressful for me before COVID-19 pandemic
My work became more stressful for me after the COVID-19 outbreak

Q19 - Rate the following elements during COVID-19 pandemic:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
I perceived online student support as stressful.
Using online tools and software was stressful for me.
Distractions at home made my working hours stressful.
Online work increased family conflicts (common household).
I find it difficult to organize my work when working from home.
Remote working induced feelings of isolation and loneliness due to the lack of social interaction and absence of face-to-face contact with my colleagues.
Being confined to limited amount of space made me feel anxious and stressed.
I missed social interaction with my colleagues, students and superiors/leadership.
I missed in-person communication with my colleagues from Student Administration Office.

What will the future of study look like?

Q21 - My expectation regarding study for next year:
Please rate the following statements on a scale from 1 to 5 (1 means "STRONGLY DISAGREE", 5 means "STRONGLY AGREE").
Lectures and lab-exercises should be carried out in classroom and laboratory
Lectures should be held in classroom
Lab-exercises should be held in laboratory
More video content should be available to students which they can watch in their free time
More interactive exercises should be available to students which they can do in their free time
Students should do more teamwork outside the classroom and laboratory.

The following part refers to personal information such as job position, work experience, career field, gender, age and status.

Q23 - Employee's position:
Student Administration Office
Dean's Office

Q24 - Institution where you are employed:
Faculty within a University
Independent Higher Education Institution

Q25 - Work experience in Dean's Office or Administrative Office:
Up to 3 years
More than 3 and less than 10 years
10 years or more

Q26 - Study programmes available at your institution:
Multiple answers are possible
Humanities
Engineering and Technical Sciences
Medical and Health Sciences
Agricultural Sciences
Social Sciences
Mathematics and Natural Sciences
Theological Sciences
Arts
Other

Q27 - Gender:
Male
Female

Q28 - What is your age range?
< 25 years old
26–40 years old
41–60 years old
> 61 years old

Professors

Your experience with e-learning

Q2 - How would you describe your experience before e-learning (before 1st March 2020)?

Please rate the following statements on a scale from 1 to 7 (1 means "NO PRIOR EXPERIENCE"; 7 means "WELL EXPERIENCED").

Experience using the Internet
Experience with e-learning (adapted to e-learning technology, e-lectures coordination and administration)
Computer literacy (Office tools: Word, Excel, Power Point)
Virtual presentation and speaking experience
Video presentations experience
Video conference experience
Remote access experience

Q3 - Your e-learning software experience before COVID-19 pandemic (prior to 1st March 2020)?

Multiple answers are possible

No prior experience
Skype
Viber
Facebook
Moodle
Arnes
Zoom
Blackboard
Microsoft Teams
BigBlueButton
MiTeam
GoToMeeting
Cisco WebEx
Slack
Other

Q4 - Which e-learning software and tools were you using during COVID-19 pandemic? (From 15th March 2020 and from 12th October 2020 onwards)?

Multiple answers are possible

Skype
Viber
Facebook
Moodle
Arnes
Zoom
Blackboard
Microsoft Teams
BigBlueButton
MiTeam
GoToMeeting
Cisco WebEx
Slack
Other

Q5 - Rate your self-efficacy and performance using e-learning software and tools on a scale from 1 to 7 (1 means "STRONGLY DISAGREE" and 7 means "STRONGLY AGREE").

I feel confident preparing e-learning contents
I feel confident operating e-learning functions, using e-learning tools and software (Signing in, using discussion forums, preparing exams, reviewing presentations ...)

I feel confident assessing students in an e-learning environment.

The following questions are related to the e-learning environment

(e-classroom and online collaboration tools for students and professors).

Q7 - Perceived e-classroom satisfaction:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE"; 7 means "STRONGLY AGREE".

I am satisfied with using e-learning as a learning assisted tool
I am satisfied with operating e-learning functions
I am satisfied with e-learning contents
I am satisfied with multimedia instructions

Q8 - Perceived usefulness of e-classroom:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

I believe e-learning contents are informative
I believe e-learning is a useful learning tool
I believe e-learning contents are useful

Q9 - Behavioral intention of using e-learning:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

I intend to use e-learning
I intend to incorporate e-learning in my teaching process in the future
I intend to use e-learning as the core/the only method of teaching

Q10 - E-learning satisfaction:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE"; 7 means "STRONGLY AGREE".

I am satisfied with the applications of e-learning functions
I am satisfied with internet speed
I am satisfied with e-learning contents
I am satisfied with multimedia e-learning instructions and navigation

Q11 - Interactive learning activities:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE"; 7 means "STRONGLY AGREE".

I would like to share my e-learning experience with others
I believe e-learning can assist teacher-student interaction
I believe e-learning can assist peer-to-peer interaction

Q12 - Effectiveness of e-learning:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

I believe e-learning can assist learning efficiency
I believe e-learning can assist learning performance
I believe e-learning can assist learning motivation

Q13 - Multimedia instruction:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

I like to use voice media instructions
I like to use video media instructions
I like to use multimedia instructions.

Benefits and usefulness of acquired knowledge in e-learning environment
(e-classroom and online collaboration tools for students and professors).

Q15 - Your skills and competencies BEFORE (left side of the scale) and AFTER (right side of the scale) presentation.

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

Before COVID-19 (before 15th March 2020) After COVID-19 (after 15th March 2020 and from 12th October 2020 onwards)

I make good power point presentations (concise, comprehensive, without too much text, visually attractive, with animations).
I use key elements of a good presentation (sound and clear speech, self-confidence, concise expression, no shutter or buzzwords, body language).
I finish presentation in time.
I encourage discussion after my presentation.
I am confident presenting online.
I identify possible questions from students and prepare answers.
I perceive negative feedback as encouragement for improvement.
I encourage every single student to participate in the discussions.
I provide feedback to students with a sole intention of helping them to improve.
I provide positive feedback and encouragement to my students.
I can evaluate presentations of my students.

Q16 - Application of the acquired knowledge through e-learning (multiple answers possible):

Multiple answers are possible

Study
At work
When communicating with friends
In everyday life
Other:

Q17 - The impact of the distant learning during COVID-19 pandemic on stress and coping behavior

Q18 - Study and stress levels:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

My work was stressful for me before COVID-19 pandemic.
My stress levels increased after the COVID-19 outbreak due to e-learning.

Q19 - Rate the following elements during COVID-19 pandemic:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

E-teaching was stressful for me.
Using e-tools and software was stressful for me.
Distractions at home made my e-teaching stressful.
E-teaching increased family conflicts (common household).
I find it difficult to organize my work when working from home.
E-teaching induced feelings of isolation and loneliness due to the lack of social interaction and no face-to-face contact with my students.
Being confined to limited amount of space made me feel anxious and stressed.

I missed social interaction and in-person communication with my colleagues.
I missed in-person communication with Student Administration Office.

Online learning behavior code of conduct

Q21 - The following questions are designed to assess how professors perceive behavioral code of conduct in e-learning environment:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

Join into the e-classroom at least 5 minutes before class.
Be sure you check your equipment well prior to this time, to be sure your devices function properly (webcam, microphone, headsets).
Hold e-lecture from a quiet area that has minimal background noise or movement.
Start your e-lectures and exercises in time.
Stick to the schedule.
Set a positive example by following the code of conduct, as well as other university rules.
Make sure you keep your camera on at all times.
Eliminate distractions (mute your microphone when students are speaking to keep the audio channel free of clutter and available to the speaker). Turn your microphone on when you want to resume presentation/lesson.
Be respectful and stay focused on the lesson. Don't play with your computer or other devices.
Encourage students to participate in discussion throughout the lesson.
Don't eat or drink during class. In general, you shouldn't engage in activities that don't contribute to the lesson.
Come prepared. Think of the possible questions that students might pose during class and prepare answers.

Q22 - Anything else you might like to add to the e-learning behavioral code list?

What will the future of study look like?

Q24 - My expectations regarding study for next year:

Please rate the following statements on a scale from 1 to 5 (1 means "STRONGLY DISAGREE", 5 means "STRONGLY AGREE").

Lectures and lab-exercises should be held in classroom and laboratory.
Lectures should be held in classroom.
Lab-exercises should be held in laboratory.
More video content should be available for students to watch in their free time.
More interactive exercises should be available for students to do in their free time.
More teamwork should be incorporated outside the classroom and laboratory.

The following part refers to personal information such as education, work, gender, age and status.

Q26 - Your work comprises:

Lectures
Lab. exercises
Both - lectures and lab. exercises

Q27 - Institution in which you are employed:

Faculty within University
Independent Higher Education Institution

Q28 - At how many institutions are you currently holding lectures/lab. exercises?

Only one
More than one (in this case, please take this survey only once.)

Q29 - Your working status:

Employed
Freelancer (teaching presents my main source of income)
Supplementary work (work on a contract, aside from full-time employment or post-retirement employment)

Q30 - Your work experience in this field:

Up to 3 years
More than 3 and less than 10 years
10 years or more

Q31 - Your academic title:

Professor
Associate Professor
Assistant Professor
Senior Lecturer
Lecturer
Lector
Teaching Assistant
Other:

Q32 - What is your field?

Multiple answers are possible

Humanities
Engineering and Technical Sciences
Medical and Health Sciences
Agricultural Sciences

Social Sciences
Mathematics and Natural Sciences
Theological Sciences
Arts
Other:

Q33 - Gender:

Male
Female

Q34 - What is your age range?

< 25 years old
26–40 years old
41–60 years old
> 61 years old

Students

Your experience with e-learning

Q2 - How would you describe your remote learning experience before COVID-19 (before 15th March 2020)?

Please rate the following statements on a scale from 1 to 7 (1 means "NO EXPERIENCE"; 7 means "WELL EXPERIENCED").

Experience using the Internet
Experience with e-learning (e-classroom, e-lectures)
Computer literacy (Office tools: Word, Excel, Power Point)
Virtual presentation and speaking experience
Video presentation experience
Video conference experience
Remote access experience

Q3 - Your e-learning software experience before COVID-19 pandemic (prior to 15th March 2020)?

Multiple answers are possible

No experience
Skype
Viber
Facebook
Arnes
Moodle
Zoom
Blackboard
Microsoft Teams
BigBlueButton
MiTeam
GoToMeeting
Cisco WebEx
Slack
Other

Q4 - Which e-learning software and tools were you using during COVID-19 pandemic? (From 15th March 2021 and from 12th October 2021 onwards)?

Multiple answers are possible

Skype
Viber
Facebook
Arnes
Moodle
Zoom
Blackboard
Microsoft Teams
BigBlueButton
MiTeam
GoToMeeting
Cisco WebEx
Slack
Other

Q5 - Rate your self-efficacy and performance using e-learning software and tools on a scale from 1 to 7 (1 means "STRONGLY DISAGREE" and 7 means "STRONGLY AGREE").

I feel confident preparing e-learning content
I feel confident operating e-learning functions, using e-learning tools and software (signing in, using discussion forums, taking exams, submitting presentations ...)

I feel confident assessing peers in an e-learning environment

The following questions are related to e-learning environment
(e-classroom and collaboration tools for students and professors).
Q7 - Perceived e-classroom student satisfaction:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE"; 7 means "STRONGLY AGREE".
I am satisfied with using e-learning as a learning assisted tool
I am satisfied with using e-learning functions
I am satisfied with e-learning contents
I am satisfied with multimedia instructions
Q8 - Perceived usefulness of e-classroom:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
I believe e-learning contents are informative
I believe e-learning is a useful learning tool
I believe e-learning contents are useful
Q9 - Behavioral intention of using e-learning:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
I intend to use e-learning to assist my learning
I intend to use e-learning contents to assist my learning
I intend to use e-learning as an autonomous learning tool
Q10 - The quality and effectiveness of e-learning:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
I am satisfied with e-learning functions
I am satisfied with Internet speed
I am satisfied with e-learning contents
I am satisfied with e-learning interactions (instructions)
Q11 - Interactive learning activities:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
I would like to share my e-learning experience
I believe e-learning can assist learning performance
I believe e-learning can assist learning motivation
Q12 - E-learning effectiveness:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
I believe e-learning can assist learning efficiency
I believe e-learning can assist learning performance
I believe e-learning can assist learning motivation
Q13 - Multimedia instructions:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
I like to use voice media instructions
I like to use video media instructions
I like to use multimedia instructions.

Benefits and usefulness of acquired knowledge in e-learning environment (e-classroom and online collaboration tools for students and professors).
Q15 - Your skills and competencies BEFORE (left side of the scale) and AFTER (right side of the scale) presentation:
Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").
Before COVID-19 (before 15th March 2020) and after COVID-19 (after 15th March 2020 and from 12th October 2020 onwards)
I make good power point presentations (concise, comprehensive, without too much text, visually attractive, with animations).
I use key elements of a good presentation (sound and clear speech, self-confidence, concise expression, no shutter or buzzwords, body language).
I finish presentation in time.
I encourage discussion after my presentation.
I am confident presenting online.
I identify possible questions from the professor and colleagues and prepare answers.
I perceive negative feedback as encouragement for improvement.
I enroll in the discussions.
I provide my feedback with a sole intention of helping others to improve.
I provide positive feedback and encouragement to my colleagues.
I can evaluate presentations of my study colleagues.
Q16 - Application of the acquired knowledge through e-learning (multiple answers possible):
Multiple answers are possible
Study
At work
When communicating with friends
In everyday life
Other.

The impact of the distant learning during COVID-19 pandemic on stress and coping behavior in University students

Q18 - Study and stress levels during online learning:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

I already perceived my study as stressful before COVID-19 pandemic.
Study became more stressful for me after the COVID-19 outbreak due to e-learning.

Q19 - Rate the following elements during COVID-19 pandemic:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

I perceived e-learning as stressful.
Using e-learning tools and software was stressful for me.
Distractions at home made my e-learning stressful
E-learning increased family conflicts (common household).
I find it difficult to organize my work when working from home.
E-learning induced feelings of isolation and loneliness due to the lack of social interaction and no face-to-face contact with my colleagues.
Being confined to limited amount of space made me feel anxious and stressed.
I missed social interaction and in-person communication with my colleagues and professors.
I missed in-person communication with Student Administration Office.

Online learning behavior code of conduct

Q21 - The following questions are designed to assess how students perceive behavioral code of conduct in e-learning environment:

Please rate the following statements on a scale from 1 to 7 (1 means "STRONGLY DISAGREE", 7 means "STRONGLY AGREE").

Join into the e-classroom at least 5 minutes before class.
Be sure you check your equipment well prior to this time, to be sure your devices function properly (webcam, microphone, headsets)
Attend e-classroom from a quiet area that has minimal background noise or movement.
Make sure you keep your camera on at all times (professor can remove students from the meeting if their videos are off)
Eliminate distractions (mute your microphone to keep the audio channel free of clutter and available to the speaker). Turn your microphone on only when you want to say something or you are asked to speak up).
Pay attention and stay focused on the lesson. Don't play with your computer or other devices. Pay attention and listen so that you can respond appropriately when it's your turn to speak up.
Participate in the discussion.
Be respectful. Listen to your professor and colleagues. Refrain from using strong language or making offensive comments.
Don't eat or drink during class. In general, you shouldn't engage in activities that don't contribute to the lesson.
To be able to participate, you need to pay attention and listen. Don't interrupt the person who is speaking.
Come prepared. Think of the possible questions that professor might ask you during class and come up with answers.

Q22 - Anything else you might like to add to the e-learning behavioral code list?

What will the future of study look like?

Q24 - My expectations regarding study for next year:

Please rate the following statements on a scale from 1 to 5 (1 means "STRONGLY DISAGREE", 5 means "STRONGLY AGREE").

Lectures and lab-exercises should be held in classroom and laboratory.
Lectures should be held in classroom.
Lab-exercises should be held in laboratory.
I would like to see more video content that I can watch when I have time.
I would like to see more interactive exercises that I can do when I have time.
I would like to see more teamwork outside the classroom and laboratory.

The following part refers to personal information such as education, field of study, gender, age and status.

Q26 - Your field of study:

Multiple answers are possible

Humanities
Engineering and Technical Sciences
Medical and Health Sciences
Agricultural Sciences
Social Sciences
Mathematics and Natural Sciences
Art, design and media
Other:

Q27 - Your study programme:

Higher education programme
Associate's degree programme
Bachelor's degree programme
Master's degree programme
Integrated Master's degree programme (Long-cycle Master's degree programme
Doctoral degree programme

Q28 - Enrolled in the academic year 2020–2021:

Freshman year 2020–2021
Sophomore/Junior/Senior year 2020–2021
Graduate

Q29 - Your current employment status:

Student
Part-time employment through Student Service (Student Employment Referral)
Full-time employment through Student Service (Student Employment Referral)
Unemployed
Part-time employment
Full-time employment (contract or permanent)
Freelancer
Other:

Q30 - Gender:

Male
Female

Q31 - What is your age range?

< 25 years old
26–40 years old
41–60 years old
> 61 years old

Discussion

The aim of this research was to collect a sufficient amount of data required to develop new methodology. We believe that this new methodology can serve as a baseline for future research in the field of education. If a similar crisis situation like the coronavirus epidemic should arise and repeat itself in the future, this research may serve as a handbook for other researchers who can contribute their own findings and improvements. Along with newly emerging methods of teaching and assessment increases the need and demand for development of new research tools to improve future research practices.

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OSNOVE PRAVNE VARNOSTI RABE INTERNETA IN SOCIALNIH MEDMREŽIJ V ŽIVLJENJSKEM OKOLJU

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Povzetek: *Prehod informacijskih in upravljavskih sistemov v digitalno uporabno obliko je povsem spremenil oblike in načine komuniciranja med ljudmi, organizacijami ter med fizičnimi in pravnimi osebami, kar spreminja tudi oblike medsebojnih ali med organizacijskih poslovanj. Pri tem je internet postal spletno omrežje, orodje ali infrastruktura, ki omogoča neomejeno število mrežnega ali medmrežnega komuniciranja in ustvarja baze podatkov, ki jih v celoti lahko obvladujejo le redki strokovnjaki, vse bolj jih prevzemajo inteligentni sistemi in kibernetska upravljanja. Gre za računalniško medmrežje, ki omogoča sprejemanje ali pošiljanje informacij na vse konce sveta in hkrati skozi rabo interneta omogoča različne oblike kreiranja, ustvarjanja ali predelave številnih podatkov, kar je s področja varnosti posameznika velikokrat zelo vprašljivo. Popolna neznanka so in ostajajo inteligentni kibernetski sistemi, ki povezujejo, obdelujejo podatke, jih analizirajo in shranjujejo, pri čemer še ni jasno, kaj se bo zgodilo z zapisanimi ali shranjenimi podatki, ko bodo vseobsegajoči inteligentni sistemi, skozi številne baze podatkov, pričeli sami kreirati (razmišljati) nove podatke in ustvarjati informacije ali posamezne ukaze, ki bodo lahko gospodarili z medmrežji. Kje je tu vloga posameznega človeka kot uporabnika spletnih omrežij in interneta? Kakšna je socialna varnost vseh nas? Ne vemo še, kako se bo na to odzvalo okolje, kako se bo odzvala družba in socialna struktura uporabnikov. Takšna in podobna vprašanja ostajajo uganka, ki jo bo treba razvozlati.*

Ključne besede*: internet, medmrežja, inteligentni sistemi, kibernetika in pravna varnost.*

BASICS OF LEGAL SECURITY OF THE USE OF THE INTERNET AND SOCIAL NETWORKS IN THE LIVING ENVIRONMENT

Abstract: *The transition of information and management systems to digitally usable form has completely changed the forms and ways of communication between people, between organizations or between natural and legal persons, which also changes the forms of mutual or organizational business. In doing so, the Internet has become an online network, tool or infrastructure that allows an unlimited number of network or internet communications and creates databases that can only be fully managed by few professionals, increasingly taken over by intelligent systems and cyber governance. It is a computer network that allows receiving or sending information to all parts of the world and at the same time through the use of the Internet allows creating or processing huge amounts of data in different forms, which raises privacy and data concerns. The intelligent cybernetic systems that connect, process, analyze and store everything are a complete unknown to us and it is not yet clear what will happen with those recorded or stored data when all-encompassing intelligent systems take over the Internet and, through many databases, start creating (think) and processing new data and information on their own. What is the role of the individual user in terms of online networks and Internet, and how will the future of Internet affect our personal and social security? How will it shape the environment and how will society and the social structure of users react to it? These are just some of the questions that will have to be answered. Only then can we begin to fathom the true meaning of it.*

Key words: *Internet, Internet, Intelligent Systems, Cybernetics and Legal Security.*

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Uvod

V uvodnem delu naše raziskave smo se morali dotakniti razvoja družbe, posebno razvoja industrije, ki je skozi iskanje novih naprednih rešitev v svoji proizvodnji, prispevala k razvoju informacijskih in upravljavskih sistemov. Kadar in če se vežemo na razvoj interneta ter na njegovo rabo, se moramo ozreti na prve poskuse uvajanja PC-jev (personal computers) oz. osebnih računalnikov, ki so jih v številnih industrijah, podjetjih, zavodih, izobraževalnih ustanovah, javni upravi in praktično povsod pričeli uporabljati še v času rabe analognih oblik pošiljanja podatkov po žičnih in kasneje po brezžičnih sistemih. Razvoj četrte generacije znanosti ali 4.0 industrije je med seboj povezal številne korporacije, industrijo, gospodarstvo, izobraževanje, turizem, številne medije in uporabnike besede in slike, kar je omogočilo prepoznavanje hitrejših sistemov za komuniciranje. Tako se je v mednarodnem komunikacijskem prostoru oblikovalo računalniško medmrežje »inter-network«, ki skozi sistem digitalnih procesov omogoča povezovanje neštetega števila uporabnikov osebnih sistemov (PS) ali osebnih računalnikov, pametnih telefonov, tabličnih in drugih oblik komunikacijskih sistemov, ki v tem medmrežju omogočajo medsebojno hitro in učinkovito povezovanje, komuniciranje, prenos podatkov, slike, zvoka in drugih nosilcev podatkov, ki jih je takoj mogoče uporabiti v znanstvene, poslovne, gospodarske, upravne, medicinske, vojaške, civilne in vse druge namene, njihova uporaba pa lahko ima različne posledice. Pri vsem tem gre sicer za modno muho in predvsem za multimodalni (številni in kombiniran) komunikacijski sistem z vključenimi več sistemi in podsistemi povezovanja in prenosa ter uporabe podatkov, ki so prilagojeni vsem oblikam računalniške ali druge medijske komunikacijske opreme »pametne naprave«, sistemom, napravam, programom in uporabnikom, ki skozi paket priklopljivih komunikacijskih TCP/IC omogoča dostop in uporabo celotnega spleta medmrežij oziroma internetnega omrežja in tako dopušča vpogled, ki deluje na vseh celinah, mestih in na vseh dostopnih točkah. Sistemsko je v splet rabe interneta v digitalni obliki mogoče rabiti posodobljeno obliko med seboj povezanih antenskih sistemov, mreže repetitorjev, telefonska omrežja, radijska omrežja, satelitska omrežja, Wi-Fi, v zadnjem obdobju pa je vse bolj na vzponu nova in zelo napredna komunikacijska oblika G5, ki jo Japonci in nekateri predstavniki EU že imenujejo nova industrija 5.0 ali najnovejša oblika komuniciranja. Pri vzpostavljanju in kombiniranju uporabe sistemov četrte in pete generacije se krepi razvoj interneta, pri čemer človek (naravna inteligenca) postaja vse bolj odvisen od inteligentnih sistemov (umetne inteligence), kar je mogoče prepoznati že pri otrocih. Žal so zadostni dokazi širjenja nalezljivih bolezni, kot je COVID-19, ki je večino prisilil, da smo organizirali šolo na daljavo, delo od doma, zdravljenje na daljavo in podobno, kar je še pospešilo rabo digitalnih sistemov, interneta in računalniških omrežij, v koraku s tem pa so se razvijali tudi novi produkti na tem področju. Ta pospešena in množična digitalizacija je spremenil ves svet, številne države uvajajo digitalizacijo kot svoje razvojne projekte, iščejo rešitve za trajnostni razvoj in ohranjanje čistega okolja in prostora.
V vsem tem razvojnem obdobju, v tekmi kapitala s proizvodnjo in proizvodnje s potrošniki, se rojevajo novi sistemi, razvijajo se nove paradigme mobilnosti, povezovanja in komuniciranja, kar spreminja sociološko podobo planeta in nas posameznikov v družbi in v okolju (Burduk idr., 2018). Nove tehnologije in novi sistem so nam vse bolj pisani na kožo. Skozi spoznavanje digitalnih sistemov, rabo medmrežij in interneta, skozi rabo vse bolj zahtevnih programov in tehnike, ki je cenovno ugodna in nam je na dosegu, postajamo po eni strani sami del teh sistemov, po drugi strani pa postajamo od njih vse bolj odvisni (Wilamowski idr.,2018). Nihče nima odgovora na to, kaj se bo zgodilo v prihodnosti, kako odvisni bomo od tehnologije, interneta, medmrežij, sistemov in podsistemov. Povsem jasno pa je, da kapital in njegovi lastniki koristijo vsako možnost za obvladovanje trga, obvladovanje proizvodnje in predvsem obvladovanje potrošnikov, ker jim to prinaša zadostne zaslužke ali nadgradnjo, ki so jim podlaga za nadaljnje razvijanje pametnih sistemov (Rout idr., 2020).
Pri vsem tem pa industrija, trg, sistemi in njihovi nosilci ne mislijo na uporabnika in na njegovo odvisnost. Ker države ali organizacije, zaradi prehitrega razvoja, ne morejo slediti hitremu napredku, postavlja to posameznika (naravno inteligenco), človeka v šibkejši položaj. Nenehno smo izpostavljeni poseganju v naše pravice, kratene so nam temeljne svoboščine, ne da bi se tega sploh zavedali. Redke so tiste države, ki so v svoje temeljne ali zakonske akte sprejele norme, ki varujejo človeka, posameznika pri rabi interneta in spleta. Še posebej ranljive so mlajše generacije, mladoletniki in otroci, ki so dnevno vključeni v sisteme rabe interneta, ne da bi se pri tem zavedali svojih pravic ali pravnega varstva.

Raziskovalno področje

Raziskovalno področje je področje inteligentnih sistemov v sodobnem svetu, ker industrija, trg in potrošniki, v vsakdanjem komuniciranju ustvarjajo pogoje za nastajanje novih in novih sistemov, kar povzroča poglabljanje razvoja informacijskih mrež, interneta in digitalizacije. Če prezremo meje imenovanega obdobja posamezne industrializacije oziroma tehnološkega napredka ugotovimo, da gre tehnološko za industrijski razvoj nove generacije, sodobne dobe (uporaba pomena sodobne dobe je tukaj sicer vprašljiva, saj smo priča temu, da tudi države tretjega sveta in njihovi prebivalci že uporabljajo novodobno tehnologijo, čeprav bi lahko trditi, da so še vedno na ravni industrije 2.0), ki jo Japonci že imenujejo industrija 5.0 ali »Z« generacija komunikacijskih omrežij (ni povsem jasno, ali s tem mislijo na zadnjo generacijo tehnoloških dosežkov ali je ta oznaka le parafraza na tehnološke razvoje), v katero so vključene že vse generacije ljudi, ki uporabljajo tehnološke napredke (Murtič in Uhernik, 2018). Razumemo lahko, da gre za obdobje in tehnologijo, ki s svojo privlačnostjo povzroča pri nekaterih uporabnikih popolno tehnološko zasvojenost (odvisnost). Ta odvisnost se kaže predvsem pri otrocih in mladostnikih. Najbolj zaskrbljujoče pa je dejstvo, da se ta odvisnost pojavlja že v zgodnji razvojni dobi otrok (Shin in Xu, 2017).

Če skozi raziskovalno področje pogledamo internet z zornega kota njegove uporabnosti, pomembnosti in potrebi po rabi, lahko rečemo, da se programsko omrežje uporablja na različnih področjih, tako v znanstvene, tehnološke, inteligentne, gospodarske in poslovne namene, za komuniciranje, prenos podatkov, hitro izmenjavo znanja, prenos poslovnih, industrijskih, gospodarskih, šolskih in drugih podatkov, ki omogočajo mednarodno povezovanje in komuniciranje. Vprašanje je, ali lahko v tem medsebojnem povezovanju in v tej obliki uporabe interneta govorimo o varni uporabi oziroma obliki komuniciranja, ki je pravno, tehnološko, poslovno in mnogo širše zavarovano ter varuje poslovne subjekte pred zlorabo, krajo osebnih, poslovnih ali drugih podatkov ali neupravičeno uporabo. Raziskava nam pokaže, da so ravno na tem delu razvita številna varovala, požarni zidovi in programska oprema, ki onemogoča neupravičeno uporabo, zlorabo ali povzročanje škode. Ali to drži in koliko se lahko zanesemo na te trditve, če vemo, da internet in vse sisteme, vso opremo ali tehnologijo uporabljajo tudi otroci in mladoletniki, ki se svojega početja še ne zavedajo, vsaj v pravnem smislu ne. V raziskavi ugotovimo, da je internet za mnoge uporabnike predvsem orodje ali vir dostopnosti do računalnikov, programske opreme in različnih operacijskih sistemov, ki so dogovorjeni, plačljivi, uporaba je sicer upravičena, varovana ter so skozi te dogovore in programsko opremo dogovorjeni oblika in način komuniciranja. Toda ali bi lahko trdili, da gre tukaj za popolnoma varno komuniciranje med posamezniki, organizacijami, korporacijami, državami in podobno? Je res zagotovljena varnost proti zlorabam ali neupravičeni uporabi medmrežja, varstvo osebnih in poslovnih podatkov, varstvo pravic in temeljnih svoboščin? Pojem zloraba tukaj zajema kazniva ravnanja, neupravičeno rabo in podobno, kar naj bi vsebovali tudi splošni zakoni, ki opredeljujejo kazniva dejanja po vrsti ali načinu storitve.
Raziskovalno področje smo opredelili kot področje rabe interneta ter smo zaradi prepoznavanja posameznih elementov zlorabe ali varovanja podatkov, izvedli anketno poizvedovanje, kjer smo v predvidenem vzorcu vzeli polnoletne osebe med 18 in 60 let starosti, ter skozi stopnjo njihove izobrazbe in splošne razgledanosti iskali elemente poznavanja interneta, varne rabe, kakovosti in sorazmernosti najnovejših komunikacijskih sistemov, kjer smo tematsko preverjali osnove pravne varnosti rabe interneta in socialnih medmrežjih v življenjskem okolju.

Hipoteza

Področje raziskave je zanimivo in bi ga bilo mogoče proučevati iz različnih interesnih smeri, v smislu preverjanja kakovosti, zmogljivosti, vrsti rabe, povezljivosti, uporabnosti, varnosti ipd., kjer je mogoče zastaviti široko več hipotez, ki bi nam dale odlične odgovore. Gre za področje, ki je zelo široko, in je za posamezno prepoznavanje ter uporabo nujno poznati mnoge podsisteme, kar bi lahko bil predmet doktorske disertacije ali več njih, lahko bi nanizali številne monografije, ki bi le delno pokrile področje in bi se obenem odpirale nove in nove možnosti raziskave. Gre za področje, ki je v hitrem razvoju, ki se bo še cepilo, usmerjalo in odkrivalo nove zmogljivosti človeške domišljije in tehnološke zmogljivosti. Zato smo za osnovno tezo opredelili: »Internet je dokaj varno socialno okolje.« kjer smo našo anketno raziskavo usmerili v več postavljenih vprašanj, skozi katera bi dobili vsaj minimalno upanje, da je področje interneta resnično varno ter kako oziroma v kašnem obsegu je varna njegova raba.
Vprašalnik pisne ankete smo prilagodili ustreznemu krogu anketirancev, ki smo ga naravnali tako, da smo vključili moške in ženske, med 18 in 60 letom starosti, kjer smo vsebinsko različno opredelili vprašalnike na ciljno skupino po stopnji izobrazbe in splošni razgledanosti. Predvidevali smo, da bomo dobili različne odgovore, ki nam bodo dali ustrezne pogoje za analizo in obdelavo statističnih in merljivih podatkov, ki bodo pokazali, kakšno je stanje dejanske rabe interneta v našem okolju in prostoru. Namerno smo se izognili anketiranju mlajših od osemnajst let, ker je za to potrebno pridobiti določena soglasja, obenem smo se zavedali, da so te ciljno mlajše generacije rasle s tehnologijo in bi raziskovalni vzorec bil nesorazmeren, kajti mlajše generacije so vsak dan v stalnem stiku z internetom, inteligentnimi sistemi in dobesedno živijo v digitalnem svetu, medtem ko starejšim generacijam pa internet predstavlja relativno novost. Raziskavo smo prav tako namerno in ciljno usmerili glede na stopnjo izobrazbe, saj smo vedeli, da bomo ravno na prepoznavanju vloge, pomena in uporabnosti pri različnih stopnjah izobrazbe pridobili dokaj relevantne podatke, ki nam bodo dali odgovore v potrditev ali zavrnitev naše teze.

Izhodišča raziskave

Področje interneta je zanimivo področje, ki pritegne številne uporabnike. Obenem gre za področje, kjer se raziskovalci, vsaj s socialnega področja, ne poglabljajo preveč, ker ne čutijo potrebe, da bi iskali nekakšno varnost za uporabnika, ki se sam odloči, da bo uporabljal nove sisteme komunikacije. Prepoznavajoč podlago in posledice bi lahko zapisali, da smo izhodišča raziskave podali že v uvodnem in raziskovalnem področju, zato bomo v tem delu s sociološkega pogleda pojasnili le posamezna ustavna in zakonska področja, kjer bomo iskali zakonsko podlago za uporabo. Vedno bomo izhodišče iskali v temeljnem aktu države, ki podaja podlago za rabo določenih sistemov ali podsistemov in to je Ustava Republike Slovenije (Uradni list RS, št. 33/91-I, 42/97 – UZS68, 66/00 – UZ80, 24/03 – UZ3a, 47, 68, 69/04 – UZ14, 69/04 – UZ43, 69/04 – UZ50, 68/06 – UZ121,140,143, 47/13 – UZ148, 47/13 – UZ90,97,99, 75/16 – UZ70a in 92/21 – UZ62a), ki v 38. členu opredeljuje varstvo osebnih podatkov, v 42. členu opredeljuje pravico do izobraževanja in v 59. členu opredeljuje svobodo znanosti in umetnosti. Drugih členov, ki bi smiselno obravnavali razvoj sodobne tehnologije, ni mogoče najti in še manj takih, ki bi predvideli ožjo opredelitev ravnanja v smislu uporabe internetnih ali drugih podobnih sistemov. V nadaljevanju se osredotočimo na Zakon o varstvu osebnih podatkov (Uradni list RS, št. 94/07 – uradno prečiščeno besedilo in 177/20), kjer v 13. členu lahko uporabimo določilo o obdelavi občutljivih podatkov. Na hrvaških spletnih straneh o varstvu in zaščiti osebnih podatkov najdemo naslednje objave:

Zaštita podataka i privatnost na internetu (Your Europe, 2021), *Zaštita ličnih podataka i privatnosti na internetu* (Digitalni vodič, b. d.). Vso drugo pravno varstvo je treba iskati v kazenskem zakoniku (Uradni list RS, št. 50/12 – uradno prečiščeno besedilo, 6/16 – popr., 54/15, 38/16, 27/17, 23/20, 91/20, 95/21 in 186/21) Republike Slovenije, kadar so za to podani razlogi za sum, da je bilo storjeno kaznivo dejanje, ki se preganja po uradni dolžnosti in je vezano na rabo ali zlorabo interneta.

Kadar govorimo o internetu ali pišemo o varnem delovanju interneta, kadar pišemo o varnem brskanju po internetu, moramo imeti v mislih, kdaj in kako zavarovati lastne podatke, lastno mrežo (podsistem sistema) in programsko opremo, ki jo uporabljamo (osebe, sistemi in oprema so lahko predmet zlorabe). Iz pridobljenih podatkov lahko ugotovimo, da so najbolj pogoste oblike napadov ali najbolj zanimiva tista področja, kjer posamezniki (za katere uporabljamo ime hekerji) poskušajo priti v posamezna področja fizičnih ali pravnih osebe, ki se nanašajo na osebne podatke (osebna stanja), poslovne podatke, bančne podatke, bančno poslovanje, poslovanje z vrednostnimi papirji, vdor v poslovne skrivnosti, naročanje ali pošiljanje blaga ali kapitala, trgovino in širše. Posledice teh, po zakonih opredeljenih neprimernih in inkriminiranih dejanj, so vedenja, ki se lahko odražajo ali odzovejo v različnih oblikah izsiljevanja, poslovnih ali drugih prevar, goljufij, posegov v osebna stanja posameznika, povzročanja škode fizični ali pravni osebi, neupravičenem pridobivanju osebnih podatkov in mnogo širše, za kar najdemo podlago v kazenskem zakoniku. Pridobili smo tudi podatke, ki izkazujejo, da je za komunikacijsko omrežje ali internet, vsaj v njegovih posameznih sistemih ali podsistemih, značilno, da se pojavljajo primeri nepoklicnega ali namernega (naklepnega) nameščanja opreme ali programov, ki lahko časovno motijo ali celo onesposobijo določene sisteme in tako onesposobijo omrežje, delovanje posameznih sistemov ali podsistemov komunikacijskega omrežja, kar lahko ima hude posledice za fizične ali pravne osebe in je lahko povezano z različnimi izsiljevanji, nakupi drage programske opreme za zaščito proti takemu delovanju, vse z namenom izkoriščanja uporabnika (računalniški virusi).

Zbrani podatki so nam bili izhodišče za preverjanje stanja uporabe, varnosti in kakovosti interneta, za kar smo izbrali ustrezno okolje, ustrezno sorazmerje rabe ali uporabe ter osebje, ki je skozi svojo rabo lahko podalo relevantne podatke, na podlagi katerih smo lahko našo raziskavo razsvetlili.

Metodologija raziskave

V raziskavi smo skozi spoznavanje inteligentnih sistemov, sistemskih omrežij, digitalnih orodij in interneta iskali podlago za varovanje posameznika, fizične in pravne osebe v postopku uporabe internetnih omrežij, kjer smo najprej iskali sožitje naravne in umetne inteligence, nato pa smo metodološko iskali podlago za varstvo in pravno varstvo uporabnika. V izhodišču raziskave smo opredelili pravno podlago, kjer smo opozorili, da Slovenija še nima ustreznega varstva, vsaj ne v obliki zakona, ki bi opredelil postopke rabe interneta ter varstva posameznika skozi rabo. Metodologija zbiranja, obdelave in kreiranja statističnih podatkov in primerjav v raziskavi je zahtevala proučitev obsežne znanstvene in strokovne, tuje in domače literature, pri čemer smo se posluževali osnovnih značilnosti znanstvene deskripcije in se nismo zadovoljili le z zbiranjem in preverjanjem obstoječih spoznanj, temveč smo posamezna spoznanja analizirali, jih med seboj primerjali ter iskali ustrezne rešitve, ki bi nas usmerile h konkretnemu primeru. Raziskavo smo usmerili v anketno poizvedovanje ter pridobljene podatke in spoznanja med seboj večstransko primerjali tudi v kakovostni kombinaciji številnih metod ali modelov dela v drugih državah, pri čemer smo iskali podatke, ki bi nas usmerili v oceno ali pojasnitev, kako varno uporabljamo internet v Sloveniji. Uporabili smo induktivne in deduktivne pristope ter procese analize in sinteze, pri čemer smo končno aplicirali splošno spoznavne procese stroke, temelječe na hierarhiji zaporedja posameznih opravil in s tem upoštevali vse mogoče kombinacije in variacije reševanja konkretnih kombinacij pridobljenih številk in kazalnikov. Raziskava je zahtevala, da smo izhajali iz števila več zaporednih podatkov, ki so sprožali potrebo po izvajanju novih ukrepov, določanju in označevanju stopnje nevarnosti, strukturo posameznih možnosti, skozi katere smo iskali sistemske variacije preprečevanja zlorabe interneta oziroma smo iskali vsaj minimum možnosti za zaščito uporabnika interneta. Upoštevati smo morali človeški faktor, kot dejstvo zmotljivosti, razsojanja in splošne razgledanosti, saj nas znanost uči, da je človek zmotljiv, vendar je v postopkih in izvedenih procesih bilo preveč inteligentnih sistemov, ki v področju interneta lahko delujejo samostojno (človek jih ne nadzira) in so nezmotljivi, zato smo morali preučiti vse možne kombinacije, jih med seboj primerjati ter iskati podatke, ki so enaki in se enačijo, ter podatke, ki niso enaki, so različni in so zapisani ali evidentirani drugače ali celo odstopajo. Analiza podatkov je bila zelo zanimiva, spodbujajoča in je dala številna izhodišča za nadaljnje raziskave, še bolj je spodbudila številne razprave, ki bodo v prihodnje dale izhodišča za iskanje novih rešitev varstva rabe interneta. Pri vsem tem smo se zavedali, da je raba interneta glede varnosti mladoletnih in otrok posebno vprašanje, zato smo ta element metodološko prepustili drugim raziskavam in smo se omejili na starostno skupino od 18 do 60 let. Skozi raziskavo smo naredili načrt obdelave podatkov s paketom SPS19, kjer smo lahko pridobljene številke obdelali po stopnji izobrazbe, pri čemer smo se izognili prikazu, koliko je bilo merjenih po določeni letnici starosti in koliko je bilo merjenih po stopnji izobrazbe. Zbrane podatke smo preprosto bazirali na stopnjo izobrazbe in postavljene kriterije. Uporabili smo širše znanje in poznavanje raziskovalnih tehnik in metod na področju inteligentnih sistemov, digitalizacije, medmrežij in interneta, pri čemer smo ugotovili, da ne najdemo uporabnega izhodišča pravne varnosti ali varne rabe, zaradi česar je bilo nujno raziskavo usmeriti v upravno pravne sisteme, ki naj bi skozi nomotehniko nastajanja posameznih aktov ali predpisov osvetlili potrebo po pravni ureditvi, kar je bila podlaga za potrditev ali zavrnitev postavljene teze (Ćupurdija idr., 2021).

Potek raziskave

Pregled številnih zapisov, člankov, navodil, učbenikov, internetnih zapisov, tuje in domače literature, nam ni predstavljal dovolj podlage za preverjanje osnove pravnega varstva uporabe interneta, zato smo se odločili za pripravo anketnega vprašalnika, v katerem smo vprašanja zastavili tako, da smo lahko iz njih prepoznali ustrezne parametre ali merljive podatke, ki so nam bili podlaga za pripravo odgovorov. V vprašalnik smo vključili dvajset vprašanj, skozi katera smo želeli pridobiti odgovore, ki bi nam zadoščali pri iskanju odgovora na postavljeno tezo. Število vprašanj je bilo večje zaradi črpanja odgovorov, ki ne bi razkrili, kaj v bistvu iščemo in kaj raziskujemo, kajti nismo smeli postavljati vprašanj, ki bi že v uvodu razkrila, da zbiramo podatke o varnosti rabe interneta. Nekatera vprašanja so bila namenjena zadovoljstvu uporabnika, vsebini dosegljivi na internetnih omrežjih, uporabnosti posameznih področij, koristnost na delovnem mestu, uporaba v šolstvu, turizmu, gostinstvu, industriji in širše. S temi vprašanji smo poskušali ugotoviti, kakšne inteligentne sisteme uporabljajo uporabniki interneta. Podatki fantastično prikažejo vsa področja po postavljenih vprašanjih, vendar smo se zaradi namena raziskave in postavljene teze usmerili le v odgovore na tri vprašanja, in sicer: »Kako pogosto uporabljate internet?, »Kako varni se počutite pri rabi interneta?« in »Kakšna je kakovost interneta?«. Zbrane podatke smo obdelali v paketu SPS 19, ki je sicer nekoliko zastarel program, je pa fantastičen za prikaz idealnih podatkov statistike in njihovo kreiranje v različne smeri za pripravo številnih odgovorov.
Iz pridobljenih podatkov smo sestavili tri preglednice po postavljenih vprašanjih, ki so nam podale idealen vzorec za kreiranje diagrama ali grafike, iz katerega se jasno vidi, kdaj in koliko uporabniki koristijo internet, kako varni se uporabniki počutijo pri rabi interneta ter kako ocenjujejo kakovost socialnega omrežja oziroma interneta. Stopnja izobrazbe daje pregled prepoznavanja tehnoloških možnosti uporabe spletnih omrežij, obenem je iz odgovorov mogoče prepoznati nevednost nevarne rabe posameznih socialnih omrežij pri osebah z nižjo stopnjo izobrazbe. Namreč višja kot je stopnja izobrazbe, bolj previdna je uporaba interneta, saj se izobraženi zavedajo posledic razkrivanja osebnih podatkov na internetu, zato po spletu posredujejo zgolj tiste podatke, ki so nujno potrebni. Po drugi strani pa manj izobraženi odrasli tega zavedanja nimajo in internet dojemajo zgolj kot orodje, ki jim omogoča uporabo tehnoloških ali inteligentnih sistemov.

Tabela: 1 Časovna razmejitev rabe interneta (Simulacija avtorjev, SPS 19, december 2021)

Kako pogosto uporabljate internet	Redko	Občasno	Pogosto	Vsak dan	Skupaj
I. OŠ	3	0	0	0	3
II. POKL	1	3	2	4	10
III. SRED	0	1	1	5	7
VI. 3 + 2	0	0	4	6	10
V. VIŠJA	0	0	1	7	8
VI. VISOKA	0	0	12	21	33
VII. MAG	0	0	0	17	17
VIII. DOKT	0	0	0	12	12
SKUPAJ:	4	4	20	72	100

Kot je razvidno iz tabele (Tabela: 1 Časovna razmejitev rabe), smo po vzorcu 100 obdelanih in primernih vprašalnikov anketne raziskave, opredelili stopnjo izobrazbe, in sicer: I. osnovna šola, II. je poklicna šola, III. je srednja šola, IV. je 3 +2 program, V. je višja šola, VI. je visoka šola, VII. je magisterij in VII. je doktorat znanosti. Zavedali smo se, da razporeditve nismo opredelili natančno, kakor to predvideva Zakon o visokem šolstvu (Uradni list RS, št. 32/12 – uradno prečiščeno besedilo, 40/12 – ZUJF, 57/12 – ZPCP-2D, 109/12, 85/14, 75/16, 61/17 – ZUPŠ, 65/17, 175/20 – ZIUOPDVE in 57/21 – odl. US), ravno zato, da bi se izognili določenim zahtevam določil istega zakona. Na vprašanje »Kako pogosto uporabljate internet?« so trije vprašani z osnovnošolsko izobrazbo odgovorili, da zelo redko uporabljajo socialna omrežja, kar nakazuje na njihovo premajhno poučenost o tehnologiji, inteligentnih sistemih in internetu. Med desetimi vprašanimi s poklicno izobrazbo, je eden odgovoril redko, trije občasno, dva pogosto in štirje vsak dan, kar je že nekoliko boljši podatek. Pri srednji šoli se kriterij redko kar izgubi, kar kaže na to, da višja kot je izobrazba, večja je razgledanost in raba socialnih omrežij. Občasno internet uporablja ena oseba, pogosto tudi ena oseba in vsak dan pet oseb, kar je skupaj sedem oseb. Pri izobraženih po programu 3 + 2 se izgubita kriterija redko in občasno, kar pojasni večjo razgledanost anketiranih, štirje internet uporabljajo pogosto in šest vsak dan. Skupaj je bilo deset anketiranih. Pri višji stopnji izobrazbe je podatek podoben, kjer internet pogosto uporablja ena oseba, sedem oseb ga uporablja vsak dan, skupaj je bilo osem anketiranih. Največ anketiranih je bilo pri visoko izobraženih kandidatih, med katerimi jih je dvanajst navedlo, da internet uporablja pogosto, ostalih 21 pa internet uporablja vsak dan. Zanimivi so anketiranci z dokončanim magisterijem, kjer vseh 17 anketiranih internet uporablja vedno in vsak dan, enako je tudi pri anketirancih z dokončanim doktorskim študijem, kjer vseh dvanajst anketiranih internet rabi vsak dan kot orodje za delo.

Tabela 2: Mnenja anketiranih glede varne rabe interneta (Simulacija avtorjev, SPS 19, december 2021)

Kako varni se počutite pri uporabi interneta	Varno	Dokaj varno	Relativno varno	Zelo nevarno	Skupaj
I. OŠ	3	0	0	0	3
II. POKL	4	2	4	0	10
III. SRED	3	3	1	0	7
VI. 3 + 2	2	4	3	1	10
V. VIŠJA	0	1	4	3	8
VI. VISOKA	0	1	26	6	33
VII. MAG	0	0	10	7	17
VIII. DOKT	0	0	3	9	12
SKUPAJ:	12	11	51	26	100

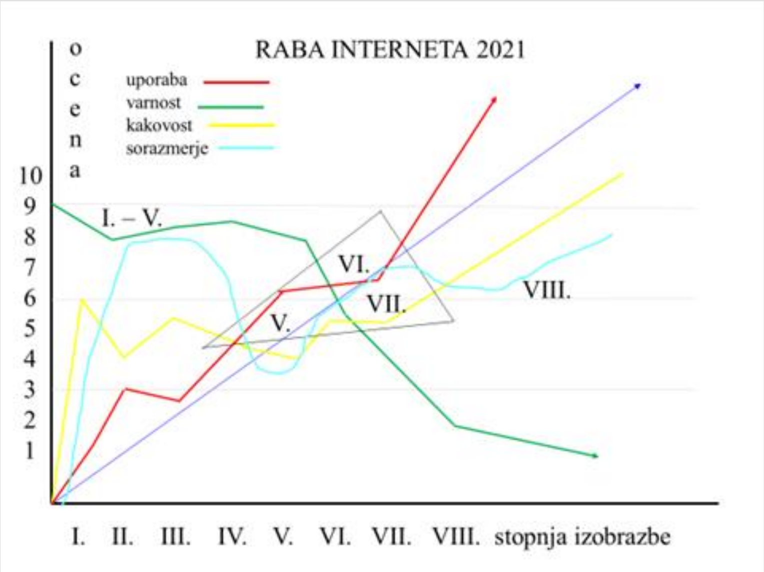
Odgovori anketirancev so dali zanimiv pregled ogovorov skozi postavljene kriterije, in sicer so trije anketirani z osnovnošolsko izobrazbo povedali, da se pri rabi interneta počutijo varni. Pri anketirancih s končano poklicno šolo smo že zasledili drugačne podatke, kjer so štiri osebe odgovorile, da se počutijo varno, dve osebi dokaj varno in štiri osebe relativno varno. Anketirali smo deset oseb, ki imajo poklicno stopnjo izobrazbe. Pri anketiranih s srednješolsko izobrazbo so trije anketirani povedali, da se pri rabi interneta počutijo varno, trije so povedali, da dokaj varno, ena oseba je napisala, da se počuti relativno varno, vprašanih je bilo sedem anketiranih. Pri izobraženih po programu 3 + 2 se že pokaže drugačna slika, kjer dve osebi povesta, da se počutita varno, štiri osebe dokaj varno, tri osebe relativno varno in ena oseba pove, da je raba interneta zelo nevarna. Skupaj je bilo anketiranih deset oseb s to stopnjo izobrazbe. Pri anketiranih z višjo stopnjo izobrazbe, 8 oseb, se v odgovorih izgubi pomen varnosti, saj gre za osebe, ki že poznajo vpliv socialnih omrežij na posameznika. Dokaj varno se počuti ena oseba, štiri so povedale, da relativno varno in kar tri osebe menijo, da je uporaba interneta zelo nevarna. Pri anketiranih z visoko izobrazbo ena oseba pove, da se počuti dokaj varno, šestindvajset jih pove, da so relativno varni in šest oseb pojasni, da je raba interneta zelo nevarna. Anketiranih je bilo triintrideset oseb z visoko izobrazbo. Zopet so posebej zanimive osebe z magistrsko stopnjo izobrazbe, od katerih kar deset pojasni, da se pri rabi interneta počutijo dokaj varno in sedem oseb pojasni, da je raba interneta zelo nevarna. Anketiranih je bilo sedemnajst oseb s stopnjo izobrazbe magisterij. Najbolj zadržani in previdni so anketirani z doktorsko stopnjo izobrazbe, kjer je bilo anketiranih dvanajst oseb in trije so povedali, da je raba interneta relativno varna ter devet oseb, da je raba interneta zelo nevarna.

Tabela 3: Mnenja o kakovosti interneta (Simulacija avtorjev, SPS 19, december 2021)

Kakšna je kakovost interneta	Odlična	Zelo dobra	Dobra	Slaba	Skupaj
I. OŠ	0	1	2	0	3
II. POKL	4	3	2	1	10
III. SRED	0	3	2	2	7
VI. 3 + 2	1	3	5	1	10
V. VIŠJA	2	2	4	0	8
VI. VISOKA	3	12	10	8	33
VII. MAG	0	1	11	5	17
VIII. DOKT	0	3	4	5	12
SKUPAJ:	10	28	40	22	100

Da bi dobili relevantne odgovore na uporabo in varnost interneta, smo morali pridobiti tudi odgovore glede kakovosti internetne ponudbe. Kot kriterije smo postavili splošno oceno odlično, zelo dobro, dobro in slabo, kar naj bi nam izkazalo potrebne parametre na prejšnji dve vprašanji. Pri anketiranih z dokončano osnovno šolo ni nihče ocenil interneta kot odlično, eden je navedel zelo dobro in dva dobro, anketirane so bile tri osebe. Pri anketiranih s poklicno izobrazbo štirje kakovost interneta ocenjujejo odlično, trije zelo dobro, dva dobro in ena oseba slabo. Anketiranih je bilo deset oseb. Pri anketiranih s srednješolsko izobrazbo trije internet ocenijo zelo dobro, dva dobro in dva slabo, anketiranih je bilo sedem oseb. Pri anketiranih s poklicno izobrazbo 3 + 2 ena oseba kakovost interneta oceni odlično, tri osebe zelo dobro, pet oseb dobro in ena oseba slabo, anketiranih je bilo deset oseb. Pri anketiranih z višjo stopnjo izobrazbe dve osebi kakovost interneta ocenita odlično, dve z oceno zelo dobro in štiri z dobro, anketiranih je bilo osem oseb. Pri anketiranih z visoko izobrazbo tri osebe z odlično, dvanajst oseb zelo odlično, deset dobro in osem slabo, anketiranih je bilo triintrideset oseb. Pri anketiranih z magistrsko stopnjo izobrazbe ena oseba oceni internet zelo dobro, enajst dobro in pet slabo, anketiranih je bilo 17 oseb. Pri anketiranih z doktoratom tri osebe ocenijo internet zelo dobro, štiri dobro in pet slabo, anketiranih je bilo 12 oseb.
Idealen prikaz z rdečo črto nam pokaže dvoje, in sicer, da raba interneta konstantno raste in da je raba interneta manj prisotna pri manj izobraženih, kar je povsem razumljivo. Z zeleno črto prikažemo, kako anketirani dojemajo varnost pri uporabi interneta. In sicer,

ugotavljamo, da se manj izobraženi počutijo bolj varne pri rabi interneta kot bolj izobraženi. Slednje izhaja iz dejstva, da so manj izobraženi tudi manj razgledani in ne prepoznajo škodljivega vpliva internetnih omrežij, premalo poznajo tudi tehniko in tehnologijo. Rumena črta pokaže kakovost rabe interneta, ki jo različne stopnje izobrazbe različno dojemajo, je pa ves čas v nekakšnem gibanju, kar kaže na to, da bolj kot je oseba izobražena, bolj dojemljiva je za kakovost interneta, lažje se prilagodi rabi in varnosti. Iskali smo tudi sorazmernost, ki se je pokazala kot strmo vzpenjajoča, zopet pada in se različno giblje ter je ves čas nekako v enaki konstanti. Iz vsega je najbolj zanimiv trikotnik, ki smo ga lahko zarisali po branju najbolj zanimivih odgovorov na vsa ta vprašanja.



Slika 1. Prikaz uporabe, varnosti, kakovosti in sorazmernosti rabe interneta z diagramom (Simulacija avtorjev, SPS 19, december 2021)

Na podlagi obdelave podatkov smo dobili odgovor, da internet najbolj varno koristijo osebe z visoko in višjo stopnjo izobrazbe ter dokončanim magisterijem, pri čemer razumemo modrost oseb z doktorsko izobrazbo, ki internet uporabljajo le po potrebi in po postopkih, ki zagotavljajo varnost. Raba interneta med anketiranimi z I. in V. stopnjo izobrazbe je razumljiva, saj gre za število oseb, ki internet uporabljajo nevedoč, da jih ta lahko ogroža. Socialno omrežje dojemajo zgolj kot orodje za sodelovanje, komuniciranje, pošiljanje podatkov, vzpostavljanje osebnih ali poslovnih vezi in podobno, pri čemer so premalo osveščeni o nevarnostih, ki jih taka uporaba prinaša, saj le-ta lahko ogrozi njihove temeljne pravice in svoboščine. Zato je ravno pri teh osebah na internetu moč najti tudi tiste podatke, ki se po Zakonu o varstvu osebnih podatkov (Uradni list RS, št. 94/07 – uradno prečiščeno besedilo in 177/20), ne bi smeli uporabljati.

Slika 2. Število udeleženih glede na stopnjo izobrazbe (Simulacija avtorjev, Excel, december 2021)

Razprava

Razpravo smo najprej usmerili v splošni pregled poznavanja in potrebe uporabe socialnih omrežij, pri čemer smo ugotovili, da je razvoj komunikacijskih ali socialnih omrežij odraz stopnje razvoja človeštva in splošne civilizacije. Razvoj človeštva gre v smeri poglabljanja socialnih razmerij, iskanja boljšega medsebojnega povezovanja, razumevanja, razvoja in spoštovanja osnovnih človekovih pravic in temeljnih svoboščin. Pri vsem tem pa je treba razumeti, da je kapital tisti, ki spremlja interese posameznika, skupine in skupnosti in ravno v interesu zadovoljevanja potreb navedenih razvija, ustvarja in nudi tehniko, tehnologijo, internetna in druga omrežja, kar posledično predstavlja stopnjo razvoja. Skozi industrijski razvoj od industrije 1.0 do industrije 4.0, se je človeštvo postopoma razvijalo, sociološko spreminjalo ter iskalo lažje možnosti medsebojnega komuniciranja, povezovanja, gibanja, kar je posledično vplivalo na razvoj infrastrukture, oblik gibanja in mobilnosti. Vzporedno so se razvijali informacijski in upravljavski sistemi, ki so poglobili razvoj tehnike in tehnologije, ki nam danes omogoča vstop v socialna omrežja in ki je zmanjšala razdalje med ljudmi, med državami in kontinenti. Internet je digitalna oblika medsebojnega komuniciranja, ki omogoča prenos osebnih, poslovnih, znanstvenih, družabnih, gospodarskih, industrijskih in vseh drugih informacij, ki postanejo dostopne širšemu krogu uporabnikov. Zato je razprava šla v to smer, kjer smo pojasnili, da kadar je in če je vprašanje »Internet uporabljati ali internet ne uporabljati«, torej uporabiti internet kot sredstvo komuniciranje, smo se opredelili za odgovor »Vedno je treba odgovoriti internet da«, saj gre za veliko okno v svet, v znanost, v poslovni svet, v izobraževanje, v tehnološki napredek, v kulturo, v medijsko pismenost, v medorganizacijske povezave, v meddržavne povezave in mnogo širše, pri čemer je treba vedno vsem uporabnikom zagotoviti ustrezno pravno in programsko varnost. Če pri tem omenimo poslovne subjekte (fizične poslovne ali pravne osebe) zlahka ugotovimo, da so ti v glavnem preskrbljeni z ustrezno programsko in sistemsko opremo, ki zagotavlja varno uporabo in poslovanje. Vprašanje se postavlja, kako so pravno zavarovani posamezniki (fizične osebe, morda neuke fizične osebe), ki sistemov ne poznajo, za rabo interneta pa uporabljajo vso dostopno tehniko in tehnologijo oziroma inteligentne sisteme, ki presegajo njihovo poznavanje ali vedenje o njih.

Japonci so inteligentne sisteme in razvoj nove generacije informacijskih sistemov marketinško imenovali novo generacijo inteligentnih računalniških sistemov, opremo in program industrijske generacije 5.0 in njene uporabnike poimenovali »Z« generacija ter s tem pritegnili nove uporabnike, med katerimi so predvsem mladi in otroci, željni novega znanja. Pri tem je treba upoštevati, da gre predvsem za otroke in mladino, v nekaterih primerih tudi za starejše osebe, ki pri uporabi ali nimajo ustrezne opreme ali ustrezne zaščite (finančne zmožnosti jim tega ne omogočajo), pogosto pa gre za nepoznavanje programov, predvsem gre za nepoznavanje varne uporabe internetnega omrežja. Iz nevednosti pogosto na splet objavijo ali puščajo osebne podatke (puščajo sledi), svoje slike, podatke o bančnih računih, o svojem gibanju, druženju, aktivnostih, spolnem ali drugem življenju, kar je posledično lahko izhodišče za zlorabe in kriminalno ravnanje oseb, ki po spletu iščejo takšne možnosti.

Postavlja se vprašanje, kaj lahko naredimo, kako se lahko zaščitimo, kaj moramo vedeti o internetu, o varni rabi interneta, kako se moramo obnašati v času uporabe interneta in medmrežja. Že elektronska pošta v internetnem omrežju je ena od pomembnih oblik internetnih storitev, ki je najbolj razširjena oblika delovanja na spletnem omrežju, je najbolj razširjena oblika medmrežnega in medosebnega komuniciranja, ki omogoča prenos besedila, slike, filma, dokumenta, prenos glasu. Ravno otroci in mladina (občasno tudi starejše osebe), so tista ranljiva skupina, ki se svojega početja na spletnem omrežju ne zaveda, nima predpostavke o možni škodljivosti in zlorabi interneta in podobno. Kako jih zaščititi, kaj storiti, da bi bilo dejanj v škodo posameznika, skupine, družine ipd. čim manj? Pri tem vprašanju, se vedno ozremo in tudi opremo na znanje in poduk staršev, učiteljev, skupnosti in na sistemsko ureditev, v kateri posameznik živi. Spoznamo, da je najbolj ustrezna oblika zaščite pri uporabi interneta ustrezna edukacija uporabnikov interneta in internetnega omrežja, vendar ne vemo, koliko uporabnikov se resnično udeleži različnih oblik usposabljanja. Podatki nam kažejo, da učni programi izobraževanja osnovnih, srednjih in visokih izobraževanj v Sloveniji skozi programe izobraževanja oblikujejo predmete računalništva ali vsaj učne ure, kjer učencem, dijakom in tudi študentom svetujejo, kako varno uporabljati računalniško in drugo opreme, predvsem jih učijo varne rabe interneta oziroma sistemskega omrežja ter jih opozarjajo na neželene zlorabe. Obstajajo tudi druge oblike usposabljanja glede varne rabe interneta, v sklopu različnih generacijskih ali medgeneracijskih izobraževanj, ki so prisotna tudi v našem okolju oz. na našem območju. Seveda so tu še mediji, izobraževalne ustanove, ministrstva, občinska ali območna združenja ter posamezniki, ki uporabnikom svetujejo, kako varno uporabljati internet in programsko opremo. Najdemo tudi primere, ko proizvajalci ali prodajalci pri prodaji novih izdelkov, s pomočjo navodil uporabnikom za nove izdelke ali novo programsko opremo, uporabnikom svetujejo, kako ravnati s to opremo v času brskanja po internetu in kako se zavarovati pred zlorabami.

V razpravi pridemo do spoznanja, da je pragmatično razumeti, da so starši tisti, ki skrbijo za svoje otroke v pričakovanju, da storijo vse potrebno, da so otroci, mladina in morda tudi starši sami pri rabi interneta varovani pred zlorabami, izsiljevanju, prevarami, nepooblaščenim odtujevanjem podatkov in podobno. Najdemo številne odgovore, ki nam potrdijo našo misel, vseeno se nam poraja vprašanje, kdaj izvemo za posamezno ravnanje mladoletnih otrok ali mladine. V praksi je mogoče najti primere, kjer se otroci ali mladina, zaradi tekmovalnega interesa, zaradi potrebe po izkazovanju različnih sposobnosti ali zaradi različnih interesov, pogosto hvalijo po spletu, puščajo svoje podatke (sledi), podatke o svojih domačih, o času gibanja, o gmotnih zmožnostih in mnogočem, kar lahko osebe, ki se ukvarjajo z zlorabljanjem podatkov izkoristijo. So tudi primeri uporabe interneta, ko otroci ali mladina s svojim ravnanjem posegajo v področja, ki niso primerna zanje, vendar v večini primerov to nima negativnih posledic. Kljub vsemu pa obstajajo primeri, ko je za določeno ravnanje potrebno odgovarjati ali plačati odškodnino.

Kaj predstavlja pravna varnost uporabe interneta in spletnega omrežja in kdo jo zagotavlja, je vprašanje, ki ga lahko najdemo povsod in v različnih sredinah. Dejstvo je, da se uporabniki ali njihovi pravni zastopniki na pravo in pravne možnosti sklicujejo, ko je že prepozno oziroma so zamudili vse druge preventivne možnosti. Gre za iskanje možnosti in načinov, kako bi zadevo vsaj pravno in varno uredili, kako bi zavarovali svoje interese ali osebno varnost. Tu spoznamo, da so inteligentni sistemi vedno pred dejansko pravno ureditvijo, kajti pravna varnost sledi tehniki in tehnološkemu napredku, kar posledično lahko pripelje v situacije, ko za določeno ravnanje (tudi če je škodljivo) nimamo ustreznega mehanizma varovanja ali pravne možnosti urediti zadevo. Če se zgodi, da so z uporabo interneta, uporabo spletnih omrežij in sistemov, ki so del internetnega omrežja, bile kršene pravice ali svoboščine posameznika ali je bila povzročena škoda, kaj lahko v tem primeru naredijo, na koga se lahko obrnejo? Pravno razmišljanje posameznika usmeri v iskanje pravnih možnosti, ki jih je treba iskati v temeljnem aktu države v Ustavi Republike Slovenije, ki v poglavju »Človekove pravice in svoboščine« odpira pregledne možnosti prepoznavanja kršitve, ki naj bi bila storjena z uporabo interneta (Ustava Republike Slovenije (Uradni list RS, št. 33/91-I, 42/97 – UZS68, 66/00 – UZ80, 24/03 – UZ3a, 47, 68, 69/04 – UZ14, 69/04 – UZ43, 69/04 – UZ50, 68/06 – UZ121,140,143, 47/13 – UZ148, 47/13 – UZ90,97,99 in 75/16 – UZ70a). Ustava v nadaljevanju prepušča prepoznavanje dejanj, ki so bila storjena kot oblika prekrška ali oblika kaznivega dejanja, kar je podlaga za opredelitev ustrezne zakonodaje, ki pokriva to področje. V Zakonu o elektronskih komunikacijah (Uradni list RS, št. 109/12, 110/13, 40/14 – ZIN-B, 54/14 – odl. US, 81/15 in 40/17), je v 203. členu navedba o nevtralnosti interneta in nalaga zahteve po dostopnosti interneta vsem uporabnikom, obenem daje naloge Agenciji in operaterjem, kako ravnati. Iz predstavljenega vidimo, da ne najdemo neposrednega zakona, ki bi posebej urejal internet in njegovo uporabo, oziroma ni pravnih norm, ki bi posebej opredeljevali kazniva ravnanja ali kazniva dejanja, ki so bila povzročena ali vezana pri uporabi ali v povezavi z uporabo interneta. Zato je treba rešitev iskati v Kazenskem zakoniku (Uradni list RS, št. 50/12 – uradno prečiščeno besedilo, 6/16 – popr., 54/15, 38/16 in 27/17), kjer lahko uporabimo 131., 137. – 148. člena in poiščemo ustrezno klasifikacijo, ki nam bo omogočila, da se obrnemo na organe pregona in sodstvo.

V pregledni raziskavi pri 137 anektiranih smo iskali idealen vzorec za ponazoritev naših misli v razpravi, kjer smo se opredelili za idealen vzorec v številu 100 pravilno izpolnjenih vprašalnikov, ki so nam dali točne podatke in pogoje za pripravo tabel in pregleda po stopnji izobrazbe, kjer smo iskali odgovore glede na uporabo, varnost in kakovost interneta v našem okolju. Zavedali smo se generacijske razlike naših otrok in mladine, saj so v okolju in prostoru obkroženi z inteligentnimi sistemi, njihovo izobraževanje pa je neposredno vezano na rabo interneta, saj ravno zaradi pandemije COVID-19 šolsko izobraževanje poteka prek interneta. Primerjava, v kolikor bi v raziskavo vključili mlajše od 18 let, bi bila zavajajoča, saj bi v otrocih in mladoletnih osebah prepoznali, da so vajeni sodobnih inteligentnih sistemov in tehnologije, ker z njo živijo. Iskali smo odgovore pri generacijah med 18 in 60 letom starosti, kar nam je dalo čudovite odgovore, iz katerih je mogoče izpeljati znanstvene zapise ter dokazati številne smeri razvoja po stopnjah. Ravno prikaz pridobljenih podatkov, ki so predstavljeni v poteku raziskave, nam je bil podlaga za potrditev naše teze »Internet je dokaj varno socialno okolje«. Lahko rečemo, da je internet dokaj varno področje socialnih omrežij, ki omogoča industrijski razvoj, izobraževanje, komuniciranje, ustvarjanje novih družbenih in med organizacijskih povezav ter človeštvo uvaja v novo generacijsko obdobje G5. V razpravi smo bili skupnega mnenja, da smo našo tezo potrdili, pri čemer smo se zavedali, da je naša raziskava le delček vpogleda v rabo in uporabo inteligentnih sistemov in da so prihodnjim raziskavam prepuščeni novi izsledki in dokazi.

Sklepna misel

Sklepna misel navadno vsebuje mnenje ali dognanja avtorjev, kar je smiselno tudi v tej raziskavi, kjer smo skozi pregled rabe socialnih omrežij in posebej rabe interneta, iskali odgovore na smiselno rabo interneta s strani širšega kroga uporabnikov. Izhajali smo iz predpostavke, da danes internet uporablja praktično vsak. Mlajše generacije (otroci in mladoletniki) predstavljajo varovano skupino, saj jih varuje in ščiti širši krog ustavnih in pravnih norm. Obenem so to tudi tista skupina uporabnikov, ki dobro obvladajo inteligentne sisteme, socialna omrežja in novo tehnologijo. Iz tega razloga smo se odločiti v naši anketni raziskavi preveriti osebe med 18 in 60 letom starosti, pri čemer se nam je zgodilo, da so med 150 anketiranimi, vsi pripadali starostni skupini med 33 in 55 let, kar je bilo fantastično. Seštevek anketnih obrazcev je bil 150. Ker so nekateri odstopali od našega vzora smo jih v anketi upoštevali le 137. Drugih 13 je bilo nepravilno izpolnjenih in smo jih zaradi slovničnih ali drugih napak enostavno izločili. Med upoštevanimi 137 je bilo nekaj ponavljajočih se, kar nam je dalo vedeti, da so skupaj izpolnjevali in se dogovarjali o tem, kakšen bo odgovor ali kaj podobnega, zato smo za idealen vzorec vzeli število 100, ki nam je dal fantastične podatke, kot so prikazani v zgornjih tabelah (Tabela: 1 Časovna razmejitev rabe interneta, Tabela 2: Mnenja anketiranih glede varne rabe interneta, Tabela 3: Mnenja o kakovosti interneta). Zaradi širine raziskave smo za ta članek uporabili le tri primerna vprašanja in iz odgovorov izluščili bistvo, kar nam je pomagalo pri potrditvi postavljene teze raziskave. Odgovori na druga vprašanja so inteligentne narave, ki se vežejo na tehnologijo in rabo informacijskih sistemov, zato bodo uporabljeni v članku druge raziskave. Postavljeno tezo smo potrdili ter ugotovili, da je internet kot socialno omrežje dokaj varno in prijazno omrežje, če ga uporabniki uporabljajo v skladu s pravili za varno uporabo interneta. To potrjujejo podatki v tabeli (Tabela: 1 Časovna razmejitev rabe interneta, Tabela 2: Mnenja anketiranih glede varne rabe interneta, Tabela 3: Mnenja o kakovosti interneta), iz katerih je razvidna stopnja izobrazbe in razumevanje posameznika glede uporabe, varnosti in kakovosti interneta.

Zaključimo lahko, da je uporaba interneta potrebna, smiselna, saj nas vodi v svet komunikacij, v virtualni svet, v svet informacij in splošno prepoznavnost razvoja sveta. Uporaba interneta pomeni tudi splošno razgledanost in razumevanje preteklosti, sedanjosti in prihodnosti, zato je smiselno, da ga uporabljamo, raziskujemo, iščemo rešitve in podajamo svoja mnenja. Vse to lahko počnemo, če smo dovolj poučeni, če se zavedamo svoje odgovornosti in če internet jemljemo kot koristno sredstvo za doseganje naših ciljev, kakršni koli že so. Tudi sodobne tehnologije, inteligentni sistemi, razvoj industrije, razvoj medijev in razvoj interneta terjajo našo pozornost. Temu primerno nastajajo novi poklici, novi nazivi, nove spretnosti, ki bodo še naprej spreminjali svet in našo okolico. Raziskava je pokazala, da so na področje interneta napisani številni članki, diplomska, magistrska in druga dela, ki jih je mogoče najti v spletnih knjižnicah fakultet, visokih šol in drugod. Naša raziskava pa je bila namenjena le razmisleku, kdaj in kako uporabljati socialna omrežja, kako se izobraževati in prepoznati nevarnosti, ki na internetu ves čas čakajo, da storimo napako.

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DRUŽINSKI KONFLIKTI IN STRES PRI DELU OD DOMA: PRIMER EPIDEMIJA COVID-19

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Povzetek: *Svet je v začetku leta 2020 zajela pandemija COVID-19 in vsaka država se je različno soočala z vprašanjem, kdaj in kako bo sprejemala ukrepe. Večina držav je, da bi podjetja in šole lahko nemoteno poslovala za določene poklice, uvedla delo in študij na daljavo. Glavno raziskovalno vprašanje raziskave se je glasilo: "Kako je delo od doma vplivalo na konflikte in kako so zaposleni dojeli stres v prvem tednu in prvi mesec po zaprtju javnega življenja in dela od doma?« Namen je bil ugotoviti, kako se je spreminjal stres takoj po uvedbi epidemije in zaprtju javnega življenja in po enem mesecu, ko se je stanje normaliziralo.*
Metoda: *Za izvedbo raziskave se je uporabilo kvantitativno raziskavo. V naključni vzorec smo povabili zaposlene iz 232 različnih organizacij. Na anketni vprašalnik je odgovorilo 727 zaposlenih, od katerih je 631 zaposlenih v času epidemije COVID-19 delalo od doma. Primerjali smo stopnjo stresa po prvem tednu dela od doma in po prvem mesecu dela od doma. Pridobljene odgovore se je analiziralo s pomočjo SPSS.*
Ugotovitve: *Ugotovitev je, da so se po mesecu dni nekoliko povečali konflikti v družini kot posledica dela od doma in da se je zmanjšal stres zaradi poročanja medijev o pandemiji COVID-19. Pri stresorjih pa se je po mesecu dni povečala prisotnost stresorja bojazen pred zniževanjem plač ter osamljenost in občutek izoliranosti. Zmanjšala pa se je prisotnost stresorja vezanega na slabo organizacijo ter oddaljeno komuniciranje s sodelavci oz. strankami. Prav tako so se zaposleni naučili ustrezno pripraviti na sestanke, da so kasneje lahko delali zbrano. Sodobna tehnologija jim je pri tem delo še dodatno olajšala.*
Omejitve: *Zaradi razmer, ki smo jim bili priča prvič, ni bilo na voljo podobnih raziskav, s katerimi bi lahko primerjali našo raziskavo. Pri pridobitvi odgovorov s pomočjo anketnih vprašalnikov, je bila pri izpolnjevanju anket omejitev zaradi pomanjkanja časa zaposlenih, ki so delali od doma, poleg tega pa skrbeli še za otroke, ki ta čas niso bili v šolah.*
Možnosti za nadaljnje raziskave: *Nabor ugotovitev in ukrepov lahko postane priročnik za zaposlene, s katerim si bodo lahko tudi sami pomagali pri premagovanju ovir in obvladovanju stresa pri delu od doma.*
Prispevek raziskave: Kot je bilo pričakovati je bil val epidemije COVID-19 v letu 2020 šele prvi v nizu valov. Tako smo se v jeseni 2020 in v začetku 2021 zopet srečevali s podobno situacijo ukrepov zaradi epidemije. Podjetja so svojim zaposlenim zopet omogočila delo od doma. Zato je pomembno, da se tako zaposleni kot delodajalci in medicina dela na podlagi izkušenj iz prvega vala seznanijo z ugotovitvami in pripravijo akcijski načrt sistematičnega soočanja s stresom v takih primer.

Ključne besede: *delo od doma, obvladovanje stresa, stres pri delu od doma, sodobne tehnologije, epidemija COVID-19.*

TELEWORK AND WORK-FAMILY CONFLICT DURING COVID-19 PANDEMIC

Abstract: *In early 2020, the world was hit by the COVID-19 pandemic and the countries made different decisions on when and how to adopt adequate measures. This research mainly focuses on one issue: "What is the psychological impact of teleworking on workers, in particular the adoption of new digital platforms and technologies and the acquisition of time management skills?" Furthermore, the research also focuses on organizational methods for coping with stress and ways to manage stress when working from home.*
Methodology: *The employees from 232 different Slovenian organizations were invited to take part in our random sample. 727 employees responded to the questionnaire survey, out of which 631 worked from home. The levels of stress after the first week and after the first month of working from home were compared. The data collected were analyzed by using SPSS.*
Results: *Findings suggest that after the first month of lockdown family conflicts increased while stress levels dropped due to positive media outlets. Having previous experience with using IT also enabled a smoother transition from conventional work to remote work. Furthermore, employees adapted to new technology and learned how to better organize their time which made remote working easier for them, helped them to stay focused on work, attend the meetings prepared and cope with stress. However, there was an increase of stress associated with lower income expectations, the sense of loneliness and social isolation. That is why it is important for employees, employers and occupational health institutions to familiarize themselves with the findings based on experience and prepare an action plan for systematic stress management in such cases. The selection of findings and measures could become a guide for employees to help them in dealing with and managing stress when working from home.*

Keywords*: telework, stress management, stress related to telework, contemporary technologies.*

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Uvod

Živimo v času, ko nam COVID-19 kroji vsakdanje življenje. In ko je zastalo javno življenje zaradi zaprtja države, je bila prav informacijska tehnologija tista, ki je omogočila, da smo kljub vsemu lahko vsaj pisarniški delavci in izobraževalci izvajali delo dokaj normalno in zato ni v celoti zastalo. Uporaba IKT je razširjena na vseh področjih. Brez nje si nikakor več ne moremo predstavljati življenja, saj nam olajša delo, študij ter življenje nasploh. Zaradi nepoznavanja vseh možnosti, ki jih ponuja tehnologija, pa si nemalokrat stvari lahko še bolj otežimo. In to nam povzroča stres. Vendar to ni bil edini vzrok stresa v času dela od doma.
Hitre tehnološke spremembe radikalno spreminjajo okolje, organizacijo dela, delovni čas, potrebne veščine, delovne razmere in socialni dialog. Za konkurenčnost in rast podjetja je dandanes pomembno tudi uvajanje različnih tehnologij. Uporaba sodobnih tehnologij v delovnem okolju ponuja veliko prednosti, kot so recimo bolj prožen delovni čas, večja fleksibilnost ter večja dodana vrednost, hkrati pa prinaša tudi veliko slabosti, kot na primer dodatno psihično obremenitev za delavca (STA 2019). V Sloveniji smo do pojava COVID-19 premalo uporabljali sodobno tehnologijo, premalo smo tudi vlagali v izobraževanje zaposlenih, prav tako je premalo tudi optimizacij v procesih. Podjetja so sodobno tehnologijo dojemala kot strošek in ne kot konkurenčno prednost za izboljšanje položaja na trgu (Zupan 2015). V Sloveniji ljudje splet uporabljajo zlasti za socializacijo, ne pa za pravo računalniško poznavanje, ki bi jim lahko koristilo pri poslovanju (Raspor, 2020). Delovno okolje je že sicer potencialni izvor stresa za zaposlene, pomanjkljivo poznavanje uporabe sodobnih tehnologij, nesposobnost izpolnjevanja pretiranih delovnih zahtev ter premajhna podpora drugih zaposlenih pa so še dodatni dejavniki, ki lahko privedejo do stresa na delovnem mestu. Slednji pa ne vpliva le na zaposlene, ampak kmalu na celotno organizacijo, kar se kaže v slabši komunikaciji in medsebojnem sodelovanju, pomanjkanju motivacije in produktivnosti (E-računovodstvo, 2009). Strateško vodenje človeških resursov pod vplivom tehnoloških inovacij se spreminja v največji izziv, s katerim se sooča menedžment, ko se približujemo čisto tehnološki kulturi 21. stoletja. Največja učinkovitost menedžmenta je takrat, kadar uporablja najprimernejše tehnike za razvoj človeških resursov v skladu z zahtevami tehnologije (Beltsos, 1990).
Uporaba tehnologij torej prinaša veliko prednosti. Med drugim so prav tehnologije tiste, ki so ob epidemiji bolezni COVID-19 delodajalcem omogočile, da so lahko svojim zaposlenim zagotovili delo od doma. Tehnologija omogoča uslužbencem, da so v delovni proces enako vključeni tako v pisarni kot doma. Vendar pa delo od doma ni tako preprosto, saj morajo biti izpolnjene nekatere programske in zakonske zahteve. Zavedati se moramo, da mora zaposleni premagati tudi duševne ovire, ki se pogosto pojavijo pri takšni obliki dela (24ur.com, 2020).
V prispevku se osredotočamo na vpliv uporabe tehnologij na delovnem mestu. Proučevali smo razmere med epidemijo bolezni COVID-19, zaradi katere so mnogi zaposleni prisiljeni delati od doma. Zbrali smo poklice, pri katerih je bilo med epidemijo mogoče alternativno delo od doma. Raziskali smo, kako nam uporaba tehnologij lahko pomaga pri delu ter kdaj pri posamezniku vzbuja negotovost in posledično stres. Izpostavili smo predvsem koristi uporabe tehnologij v času epidemije COVID-19, ne le za organizacijo, ampak tudi za posameznika. Z analizo odgovorov, ki smo jih pridobili s pomočjo anket med zaposlenimi, ki so med epidemijo COVID-19 svoje delo opravljali od doma, smo ugotavljali, kaj zaposlenim predstavlja uporaba tehnologij v delovnem procesu – oviro ali korist, zanimalo nas je tudi, kako spremembe delovnega procesa vplivajo na zaposlene. Raziskava je bila opravljena v prvem mesecu karantene. Cilj je ugotoviti, kako so zaposleni dojemali stres v prvem tednu in po mesecu trajanja karantene.
V prispevku želimo odgovoriti na naslednje raziskovalno vprašanje: Kako so zaposleni dojemali stres v prvem tednu in po prvem mesecu zaprtja javnega življenja in dela od doma?
Z analizo raziskave med zaposlenimi, ki so zaradi preventivnih ukrepov delali od doma ter pregleda že opravljenih raziskav s področja obvladovanja stresa na delovnem mestu smo nakazali smernice za obvladovanje stresa pri delu od doma zaradi epidemije COVID-19. V teoretičnem delu naloge smo predstavili aktualno epidemijo bolezni COVID-19 in preventivne ukrepe za zajezitev virusa SARS-CoV-2. Predstavili smo tudi delo od doma kot ukrep delodajalcev za zajezitev širjenja virusa. Posvetili smo se raziskovanju stresa, ki nastane kot posledica spremembe delovnega okolja. Hkrati smo se posvetili tudi organizacijskim metodam obvladovanja stresa. V empiričnem delu smo s pomočjo pregleda dobrih praks predstavili možne oblike obvladovanja stresa pri delu od doma. V empiričnem delu je opisan tudi postopek zbiranja in analiziranja podatkov.

Teoretično ozadje

Samemu COVID-19 ne bomo namenjali veliko prostora. Kar kaže izpostaviti je, da se je prvič pojavil leta 2019 v Vuhanu na Kitajskem, kjer so zaznali več primerov pljučnice. Izključili so vse doslej znane povzročitelje respiratornih okužb in potrdili okužbo z novim koronavirusom. Dne 7. januarja 2020 so kitajski pristojni organi virus označili kot novi virus in ga začasno poimenovali 2019-nCoV (WHO, 2020).
Zaradi neverjetno hitrega širjenja virusa in tudi zaradi naraščanja smrtnih žrtev kot posledice obolelosti z virusom so bile skoraj vse države primorane uvesti preventivne ukrepe, s čimer bi kar najbolj učinkovito preprečili širitev virusa. Svetovna zdravstvena organizacija je 11. marca 2020 razglasila COVID-19 za pandemijo.
Zaradi naraščanja števila obolelih na območju Republike Slovenije je bila 12. marca 2020 razglašena epidemija. Vlada je sprejela več preventivnih ukrepov, s katerimi bi čim bolj zajezili širitev koronavirusa. Tako so bili sprejeti ukrepi na področju omejevanja socialnih

stikov, na področju zdravstva, ukrepi v vzgojno-izobraževalnih ustanovah, v delovnih okoljih, v upravnih enotah in pravosodju, v domovih za ostarele ter zavodih za prestajanje kazni (Vlada Republike Slovenije, 2020).
Če povzamemo s spletne strani Vlade Republike Slovenije (2020), so bili v Sloveniji veljavni naslednji ukrepi:

- Ukrepi, namenjeni omejevanju socialnih stikov: od 20. marca 2020 je veljala prepoved zbiranja ljudi na javnih shodih in javnih prireditvah ter drugih dogodkih na javnih krajih v RS. Zaprle so se javne ustanove. Od 16. marca sta bila ustavljena javni potniški avtobusni in železniški promet, prepovedana ponudba ter prodaja blaga in storitev neposredno potrošnikom. Iz te prepovedi je bila izvzeta ponudba ter prodaja blaga in storitev potrošnikom na daljavo, lekarne in prodajalne z živili. Nakup v trgovinah za ranljive skupine je bil mogoč samo v času od 8. do 10. ure in zadnjo uro delovnega časa.
- Ukrepi na področju zdravstva: odpovedali so večino nenujnih in preventivnih pregledov v bolnišnicah in zdravstvenih domovih, predvsem pa so prepovedali vse obiske v zdravstvenih ustanovah. Od 14. marca naprej so bile določene tudi najvišje dovoljene cene varovalne, zaščitne in druge zdravstvene opreme.
- Ukrepi na mejah: ustavljen je bil letalski promet. Meja s Hrvaško je bila zaprta za potniški promet, vstop iz Italije v Slovenijo pa je bil dovoljen samo slovenskim državljanom oziroma osebam s potrdilom o negativnem testu na koronavirus. Na mejah z Avstrijo in Madžarsko so bile vzpostavljene kontrolne točke. Od 12. aprila naprej je veljal odlok, ki je določal sedemdnevno karanteno ob vstopu v Slovenijo.
- Ukrepi v vzgojno-izobraževalnih ustanovah: s 16. marcem 2020 so se zaprle vse vzgojno-izobraževalne ustanove v Sloveniji. Prepovedano je bilo tudi organizirano skupinsko varstvo otrok, šole so začele s poukom na daljavo.
- Ukrepi v delovnih okoljih: Ministrstvo za delo, družino in socialne zadeve je objavilo pojasnila in priporočila delodajalcem glede odrejanja dela na domu in drugega dela v izjemnih okoliščinah. Za dela, ki jih ni mogoče opravljati na domu, pa je bilo odrejeno čakanje na domu.
- Ukrepi v upravnih enotah in pravosodju: upravne enote do nadaljnjega opravljajo nujne naloge, stranke sprejemajo samo za najnujnejše primere, vloge sprejemajo zgolj v elektronski obliki ali po pošti, do preklica ni mogoče sklepanje zakonskih ali partnerskih zvez. Od 28. aprila naprej je bilo znova omogočeno sklepanje zakonske zveze z nekaterimi omejitvami. Prilagojeno je tudi delovanje sodišč in notarskih pisarn.
- Ukrepi v domovih za ostarele: uvedena je bila popolna prepoved obiskov.
- Omejitev obiskov v zavodih za prestajanje kazni – uvedena je bila omejitev obiskov skupin v zavodih, nenujni zdravstveni pregledi zaprtih oseb pa so bili prestavljeni.

Po vseh sprejetih ukrepih se je začela epidemija v Sloveniji umirjati, trend hospitalizacij je začel padati. Vlada RS je tako počasi začela sproščati ukrepe. Z 11. 4. 2020 je bilo znova dovoljeno opravljanje nenujnih zdravstvenih storitev. S 15. 4. 2020 je vlada odpravila obvezno nošenje rokavic v zaprtih javnih prostorih in ga nadomestila z obveznim razkuževanjem rok. Od 12. 4. 2020 naprej so morale osebe, ki so prišle v Slovenijo, za sedem dni v karanteno. S 4. 5. 2020 so se odprli frizerski in kozmetični saloni, dovoljene so bile športno-rekreativne storitve na prostem oziroma v športnih objektih ob upoštevanju razdalje. Od 29. 4. 2020 naprej so začele delovati knjižnice, galerije in muzeji, s 4. 5. 2020 pa je bila sproščena tudi strežba na terasah in vrtovih gostinskih lokalov. Dne 30. 4. 2020 je vlada odpravila splošno omejitev gibanja na občine, 11. 5. 2020 je stekel javni potniški promet, 18. 5. 2020 pa so začeli postopno delno odpirati vrtci in šole.
Dne 14. 5. 2020 je Vlada Republike Slovenije zaradi ugodnih trendov širjenja bolezni sprejela Odlok o preklicu epidemije, vendar pa so še vedno ostali v veljavi omejevalni ukrepi, ki jih bo treba upoštevati do 31. 5. 2020.
Kot posledica zgornjih ukrepov so organizacije organizirale delo od doma, prav tako pa je potekalo tudi šolanje od doma. Temu delu je namenjeno naslednje poglavje.

Delo od doma

V času, ko je potekalo raziskovanje se je raziskovalo razmere med pandemijo, s katerimi smo se srečali prvič v informacijski dobi. Vsled tega ni mnogo raziskav, s katerimi bi se lahko primerjali. Tudi ni velikih predhodnih izkušenj, kako se odzvati. Sploh pa ni raziskav, ki bi se nanašale na stres pri delu od doma. Nekaj jih je že bilo opravljenih glede obvladovanja stresa na delovnem mestu. Ob pregledovanju teh raziskav je bilo pri vseh skupno dejstvo, da je delovno mesto tisto, ki mnogim povzroča stres, znano pa je, da tudi spremembe povzročijo stres. Razmere med epidemijo, sprememba delovnega procesa in delo od doma so trije različni dejavniki, ki zelo vplivajo na ljudi in na njihovo psihično zdravje.
Anja Moškon (Moškon, 2018) je v svoji raziskavi, ki jo je opravila glede obvladovanja stresa v digitalnem delovnem okolju, ugotovila, da imajo zaposleni zelo prepleteno profesionalno in osebno življenje, kar pa posredno vpliva tudi na uspešnost organizacije. Rezultati raziskave spodbujajo podjetja k celostni obravnavi zaposlenih, da prevzamejo pobudo za dobro fizično in psihično počutje zaposlenih, to pa je nemalokrat povezano s stresom, s katerim se slednji spopadajo. Raziskava nakazuje smernice za vpeljavo samohipnoze kot možnosti obvladovanja stresa v delovnem okolju. Iz raziskave, ki so jo opravili o stresu na delovnem mestu v Biotehniškem centru Naklo, izhaja, da zaposleni na svojem delovnem mestu pogosto občutijo stres, kar lahko zmanjša produktivnost in poslabša koncentracijo (Mikolič, 2015). Rezultati opravljene raziskave o doživljanju stresa na delovnem mestu ter sopojav zdravstvenih težav in izgorevanja pri

različnih poklicnih skupinah so pokazali, da so v primerjavi z drugimi poklicnimi profili delavci v proizvodnji in zdravstveni delavci izražali najvišjo stopnjo stresa na delovnem mestu. Približno desetina zaposlenih v vseh poklicnih skupinah je pokazala znake visoke izgorelosti. Ugotovili pa so tudi, da so se v povezavi z izgorelostjo najpogosteje pojavljale zdravstvene težave, kot so utrujenost, glavobol, težave z vidom, bolečine v kostno-mišičnem sistemu (Novak idr., 2013). Nekatere raziskave kažejo na to, da so ljudje, ki imajo težave v zasebnem življenju, bolj nagnjeni k stresu na delovnem mestu (Foy idr., 2019). Raziskava opravljena leta 2017 (Doby idr., 2017) prav tako ugotavlja, da sta stres na delovnem mestu in stres v zasebnem življenju povezana. Na podlagi analiziranih delavcev so ugotovili, da tesnobo, ki jo doživljajo na delovnem mestu, prenašajo v zasebno življenje.
Ob razvoju tehnologije se je življenjski slog ljudi izboljšal, saj so lahko začeli uporabljati računalniško tehnologijo, informacijsko-komunikacijsko tehnologijo in internetno učinkovitost za vodenje poslov (Kumar in Aithal, 2016). Tehnologija je močno pripomogla pri naslednjem:

- razširjeno usvajanje tehnologije skozi inovacije in prenos tehnologije;
- usposobljena in nadarjena delovna sila je bila ustvarjena za reševanje kompleksnih težav s pomočjo tehnologije;
- priljubljeno je postalo posredno, vendar učinkovito komuniciranje;
- fizična bližina je bila nadomeščena s premagovanjem hitrega dostopa do časa in razdalje;
- informacije pridejo okoli sveta s pritiskom na tipko, hkrati pa so bile razvite možnosti obdelovanja velikega števila podatkov;
- razvite so bile alternativne poti strukturiranja organizacije in administracije;
- delovna sila je postala multikulturna in večjezična;
- zabrisale so se meje med spoloma;
- filozofija menedžmenta zaposlenih na delu od doma se je spremenila iz strogega nadzora v spremenjeno delo in fleksibilne delovne ure;
- odnos zaposlenih se je spremenil, želja po manj zahtevnem in hitrejšem opravljanju dela je prispevala k boljšemu sprejetju tehnologij (Kumar in Aithal, 2016).

Izraz delo od doma predstavlja delo, ki ga zaposleni opravlja zunaj prostorov podjetja. To vrsto dela imenujemo tudi delo na daljavo. Delo na domu lahko delavec opravlja za polni delovni čas ali pa izmenično - del delovnega časa delavec dela od doma, preostali del delovnega časa pa se delo opravlja v poslovnih prostorih delodajalca. Običajno se delavci in delodajalci odločajo za dogovor, kjer se nekaj delovnih dni opravlja na domu, ostale delovne dni pa v prostorih delodajalca. Tak dogovor omogoča tudi lažji nadzor nad rezultati opravljenega dela, hkrati pa delavec ohranja stik s sodelavci, boljša je tudi izmenjava informacij (Gospodarska zbornica Slovenije, 2020).
Med epidemijo so bili zaposleni primorani zaradi ukrepov ostati doma, zato dejansko govorimo samo o delu od doma. Delodajalci so na tak način omogočili delavcem, da niso ostali brez službe, hkrati pa so jih ustrezno zaščitili, da niso bili v stiku s sodelavci. Ker pa imajo zaposleni različne življenjske standarde, takšna oblika dela ne zagotavlja vsem enakih delovnih pogojev, zato lahko delo od doma marsikomu predstavlja večjo oviro kot izziv.
V kolikor pogledamo stanje leto pred pojavom pandemije, je leta 2019 v Sloveniji imelo 99 % podjetij z vsaj 10 zaposlenimi dostop do interneta. Računalnike, prenosne naprave ali pametne telefone povezane z internetom je pri svojem delu uporabljalo 52 % zaposlenih v omenjenih podjetjih; v podjetjih v proizvodnih dejavnostih je bilo takih zaposlenih 42 %, v podjetjih v storitvenih dejavnostih pa 64 %. Prenosne naprave (npr. prenosni ali tablični računalnik, pametni telefon), ki omogočajo dostop do interneta prek mobilnih telefonskih omrežij, je svojim zaposlenim dodelilo 83 % podjetij z vsaj 10 zaposlenimi. Te naprave je dobilo v uporabo 25 % zaposlenih v teh podjetjih.
V članku Bankrate (2019) je naštetih 20 najbolj primernih poklicev za delo od doma, in sicer:

- spletni razvijalec,
- računalniški strokovnjak za podporo,
- virtualni pomočnik,
- prevajalec,
- zakonski in družinski terapevt,
- turistični delavec,
- učitelj/vzgojitelj,
- lastnik franšize,
- strokovnjak za družbene medije,
- zavarovalni zastopnik,
- pisatelj,
- prepisovalec medicinskih besedil,
- ponudnik varstva otrok,
- grafični oblikovalec,
- predstavnik službe za podporo strankam,
- ponudnik kratkoročnih najemov,
- preizkuševalec spletnih strani,

- medicinska sestra,
- načrtovalec sestankov, konvencij in dogodkov,
- referent za računovodstvo, knjigovodstvo in revizijo.

Stres in stres povezan z delom

Za normalno življenje je nekaj stresa nujno potrebnega. Posamezen dogodek je lahko za nekatere stresor, za druge pa izziv. Razmerje med našimi lastnimi zahtevami in zahtevami okolja ter sposobnostjo reševanja je tisto, ki pove, ali bo stres škodljiv in uničevalen, torej tako imenovani negativni stres, ali pa ga bomo obvladali in nas bo celo spodbudil k dejanjem; takrat pravimo, da gre za pozitivni stres (Dernovšek, 2006). V državah Evropske unije stres na delovnem mestu vsako leto prizadene vsaj 40 milijonov zaposlenih in povzroči vsaj za 20 milijard evrov škode v ekonomiji, zdravstvu in okolju (Dernovšek, 2006).

Kaj je stres?

»Stres je čustveni, duševni, telesni in vedenjski odgovor posameznika na morebitno škodljiv stresni dejavnik (stresor)« (Lek, 2018). Stres je torej reakcija našega telesa in je nekaj povsem normalnega, če ni pretiran oz. preveč intenziven, ponavljajoč ali preveč dolgotrajen. Enak dogodek bo nekomu predstavljal stresor, drugemu pa spodbudo, odvisno od posameznikove osebnosti, izkušenj, njegove socialne mreže ter drugih okoliščin. Stresni odziv lahko sprožijo različni dogodki: duševna obremenitev, časovna stiska, spor na delovnem mestu, nizka podpora sodelavcev, izguba službe, smrt v družini, razveza ali kakšna druga neprijetna novica, določen dogodek, poroka, rojstvo otroka, selitev ipd. Že iz navedenih stresorjev lahko ugotovimo, da je stres lahko negativen, t. i. distres, ali pozitiven, t. i. eustres. Stres prepoznamo po značilnih simptomih kmalu po dogodku, ki ga je povzročil, lahko pa traja različno dolgo. Kadar posameznik zaznava, da obvladuje situacijo, ga stres lahko spodbudi k dejanjem in mu omogoča boljše spoprijemanje s težavo ali nalogo. Kadar pa posameznik zaznava, da zahtevne situacije presegajo njegove zmožnosti za spoprijemanje z njimi, je doživljanje stresa negativno. Podobno je tudi v primeru, ko je stresnih situacij preveč oz. trajajo predolgo (NIJZ, 2020).

Pozitivni stres

Pozitivni stres doživimo takrat, ko določene situacije ne prepoznamo kot grožnjo, ko verjamemo v svoje sposobnosti, poznavanje. Takrat se zavedamo, da bomo kos situaciji, s katero se bomo soočili. Smo v nekakšnem pozitivnem pričakovanju in zaupamo vase. Občutimo kontrolo nad lastnim življenjem. Napolnjeni z dodatno energijo smo bolj motivirani za delo, aktivni, ustvarjalni, poveča se učinkovitost. Seveda je veliko odvisno od posameznika, kako bo dogodek vplival nanj (Tavčar, 2019). Delo od doma je velik izziv in je za posameznika lahko vir pozitivnega stresa, ker to razume kot nekaj novega, drugačnega, možnost, da se izkaže in da se nauči nekaj novega, npr. na področju IKT. Vedno pa je pozitivni stres prisoten pri veselih dogodkih, kot so npr. zaposlitev, napredovanje na delovnem mestu, uspešen rezultat ipd.

Negativni stres

Težava pri občutenju stresa nastane tam in takrat, ko je stresnih situacij preveč, so preveč zgoščene, premočne ali trajajo predolgo. Takrat lahko govorimo o negativnem stresu. Kadar določen dogodek zaznamo kot težaven ali boleč - to je takrat, ko je stres izrazito negativen, naši možgani telesu sporočijo, naj se pripravi na nevarno situacijo. Takšna reakcija, ki jo imenujemo tudi "boj ali beg", je znak, da je posameznik v nevarnosti in mu pomaga, da se zaščiti. Ta reakcija je dobro služila človeku v davni preteklosti, ko je moral bežati pred divjo živaljo ali naravno katastrofo, danes pa so pogosteje potrebne druge reakcije. Ko se posameznik sooča s težavami v vsakdanjem življenju, se bolj ali manj vedno sproži opisana reakcija, vendar se je pogosto sploh ne zavedamo. V takih primerih lahko stres vodi v različne motnje, kot so recimo prebavne motnje, motnje srca in ožilja, motnje imunskega sistema, motnje mišičnega sistema, motnje dihal ali duševne motnje (Dernovšek, 2006).

Vpliv stresa na organizacijo

Stresna ogroženost je velika, kadar se na delovnem mestu pojavlja naslednje: veliko ali preveč dela, nizko zahtevna dela pri visoki poklicni kvalifikaciji, malo samostojnosti pri izvajanju delovnih operacij, malo podpore sodelavcev oziroma nadrejenih in neustrezni delovni pogoji (Dernovšek, 2006). Zelo pomembna je vloga vodje, ki se mora za dobro počutje zaposlenega na delovnem mestu potruditi tako, da mu povzroča čim manj težav, saj mu s tem omogoči opravljanje delovnih nalog na način, ki bo zagotavljal maksimalen učinek za podjetje. Odpravljanje oz. preprečevanje negativnega stresa prinaša pozitivne rezultate tako za posameznika kot tudi za delodajalca (Pavlič, 2019). Delavec, ki je preveč obremenjen s stresom, slabše opravlja svoje delo na vseh področjih, pri čemer seveda upade tudi produktivnost in se zmanjša kakovost dela. Posledica so slabši delovni dosežki, ti pa se odražajo na slabših poslovnih uspehih celotne organizacije. Tega dejstva se zaveda premalo delodajalcev, zato tudi ne ukrepajo pravočasno. Dejstva, da je negativni stres pustil posledice na zaposlenih in organizaciji, se zavedo, ko je v večini primerov že prepozno za povrnitev v prvotno stanje (Pavlič, 2019).

Poleg slabših rezultatov, ki jih dosega delavec, je tudi več bolniških odsotnosti, kar pa privede do dodatne obremenitve organizacije, saj nastanejo višji stroški, prav tako pa je treba razdeliti delo zaposlenega med preostale delavce. Domače okolje lahko v primerjavi z delom v pisarni pri posameznikih izzove nihanje razpoloženja, posledično pa so zaposleni težko neprestano zbrani pri svojem delu. Velika svoboda za posameznika hkrati pomeni, da si ne bo znal organizirati svojega časa, posledično pa prihaja do odlaganja dela in zniževanja prioritete nalogam (Kumar in Aithal, 2016).

Scott (2020) v svojem članku opisuje najbolj pogoste stresorje pri zaposlenih, ki delajo od doma. Gre za pomanjkanje nadzora, preveč je motečih dejavnikov, težavno je postavljanje mej, prisotni sta socialna izolacija ter prešibka osredotočenost. V podpoglavjih opisujem vsakega od naštetih stresorjev.

Pomanjkanje nadzora: Občutek za postavljanje meje, kdaj moraš začeti ali končati z delom, kdaj moraš zjutraj vstati oz. zvečer zaspati, kdaj se odjaviti iz socialnih omrežij in še veliko drugega, je lahko čista osvoboditev. Fleksibilen delovni čas lahko postane predolg, ko se skušaš prebijati skozi vse, kar je motečega, in poskušaš dokončati delo; ali pa je ta delovni čas prekratek, kadar drugi mislijo, da nas lahko motijo, saj ne opazijo, da nam kradejo čas za delo. Ker nimamo nadzora nad tem, kdaj je treba zvečer zaspati, lahko pozna ura za spanje kmalu postane nezdrava navada (Scott, 2020).

Preveč motečih dejavnikov: Veliko ljudi pozabi, da morajo tisti, ki delajo od doma, delati. To pomeni, da jih ne moremo poklicati kadarkoli, čeprav si sami določijo urnik. Problem je, da zaposlene, ki delajo od doma, pogosto motijo ves dan, čeprav morajo biti delovne ure zaposlenega res ure in ne prekinjene minute, saj sicer ne morejo delati produktivno. Tudi obiski v poznih urah so neprimerni, saj morajo ljudje, ki delajo od doma, prav tako zgodaj vstajati. Zaposlene, ki delajo od doma, pogosto motijo med dnevom tudi družinski člani, še posebej otroci, dobri prijatelji in sosedje. Tudi elektronska pošta, televizija in zvok obvestil socialnih omrežij lahko motijo zaposlene. Čeprav se zdi, da jih zmotijo le za nekaj minut, jih v resnici lahko zmotijo za nekaj ur. Ko se zavedo, presenečeni ugotovijo, da so čas porabili in bili pri tem malo ali nič produktivni, kar jim v preostanku dneva povzroči dodaten stres (Scott, 2020).

Težavno postavljanje meja: Postavljanje meja med produktivnim in prostim časom, med socialnim časom in delovnim časom postane bistveno pri delu od doma in je lahko bolj zahtevno kot pričakuje večina ljudi. Tudi postavljanje meja drugim je lahko zahtevno, saj ljudje pričakujejo, da bi moral imeti zaposleni, ki dela od doma, čas za pogovor z njimi tedaj, ko ga imajo oni. Še bolj zahtevno je postavljati meje sebi, kadar imaš občutek, da ti primanjkuje motivacije. Do težav pride tudi v primeru, ko je poleg dela treba poskrbeti za otroke, bodisi čez dan ali zvečer, in je zaposleni preobremenjen z obveznostmi različnih vlog (Scott, 2020).

Socialna izolacija: Nekateri zaposleni, ki delajo od doma, ugotovijo, da je samota dvorezen meč. Lažje se je osredotočiti na delo, ko si doma, kjer ni sodelavcev, ki bi prihajali k tvoji mizi, da bi se pogovarjali s tabo. Socialna omrežja za nekatere pomenijo način življenja, toda ta način interakcije včasih privede do občutka izolacije. Socialna izolacija je eden od glavnih stresorjev pri tistih, ki delajo od doma (Scott, 2020).

Prešibka osredotočenost: Večina ljudi, ki delajo doma, je samozaposlenih, zato je težko ostati zvest svojim ciljem. Ohranjanje nadzora je ključno, če imaš cilj nekaj spremeniti, vendar pa je težko ostati motiviran, medtem ko skušaš opraviti vse potrebne naloge (Scott, 2020).

Vpliv stresa na zaposlenega

Povečan stres povzroča zmanjšanje delovne produktivnosti zaposlenega. Prav tako negativno učinkuje na njegovo produktivnost v primerih, ko se delo začne prekrivati z osebnim življenjem zaposlenega (Halkos, 2010). Kadar posameznik na delovnem mestu doživlja čezmeren stres, se to odraža na njegovem vedenju, kar se kaže z odklanjanjem nalog, padcem produktivnosti, napakami, pogostostjo nesreč na delovnem mestu, številnejšimi izostanki z dela in odtujenostjo od dela, upadom predanosti delu, upadom kakovosti dela (Zorjan in sod., 2016, v Pavlič, 2019).

Metode

Za namene raziskave je bil uporabljen anketni vprašalnik. Objavljen je bil v spletnem okolju 1KA. Anketa je bila dosegljiva od 14. do 26. 4. 2020. Za tako kratek interval smo se namensko odločili, da bi anketiranci lahko kar najbolj podoživeli prve dni karantene. K anketi je bilo povabljenih 68 fakultet, 24 osnovnih šol, 53 podjetij, 16 centrov za izobraževanje odraslih, 26 srednjih šol, 18 knjižnic, 5 glasbenih šol, 13 muzejev in 9 poslovnih inkubatorjev.

Merski instrument

K sodelovanju v anketi je bilo povabljenih 232 različnih organizacij. 727 zaposlenih je odgovorilo na vprašanja, od katerih je 631 delalo od doma. Primerjali smo nivo stresa en teden po zaprtju in en mesec po zaprtju. Odgovori so bili analizirani s pomočjo programa SPSS. Vprašalnik je obsegal 18 vprašanj, ki so bila razdeljeni na tri vsebinsko zaključene sklope. Prvi del je sestavljen iz splošnih vprašanj. Zanimale so nas predvsem sociodemografske značilnosti anketiranih, kot so spol, starost, izobrazba, poklic in zakonski stan. Drugi del se nanaša na vprašanja glede informacijske tehnologije, tretji del pa vsebuje vprašanja na temo delo od doma. Vprašalnik vsebuje vprašanja zaprtega tipa, ki so jih anketirani ocenjevali na podlagi Likertove petstopenjske lestvice. S pomočjo lestvice so anketirani izražali svojo stopnjo strinjanja s posamezno trditvijo. Vprašanja, povezana s stresom ob delu na domu, so bila oblikovana tako, da so anketiranci z odgovori podali primerjavo občutkov stresa po prvem tednu dela in po mesecu dni dela od doma. Podatki so bili obdelani in testirani s pomočjo SPSS programa.

Demografija

V slučajni vzorec smo zajeli odgovore 727 anketirancev (605 žensk in 122 moških). Spodnja tabela (Tabela 1: Demografija) prikazuje delež delovno aktivnega prebivalstva glede na spol, in sicer 0,15 % žensk in 0,02 % moških.
Številčno razmerje med spoloma je 8:2, v prid ženskam. V anketo smo zajeli dve starostni skupini: 26–35 let in 36–45 let, 61 % od teh ima končano univerzitetno izobrazbo.

Tabela 1: Demografija

	Delovno aktivno prebivalstvo (Vir: SURS, 2020)	Št. anketirancev	Delovno aktivno prebivalstvo v procentih	Št. anketirancev v procentih
Spol				
Ženski	401.754	605	0,15 %	83 %
Moški	492.475	122	0,02 %	17 %
Starostna skupina				
Mlajši od 25 let	42.625	39	0,09 %	5,36 %
26–35 let	198.858	186	0,09 %	25,58 %
36–45 let	264.766	241	0,09 %	33,15 %
46–55 let	251.148	170	0,06 %	23,38 %
Starejši od 56 let	136.832	91	0,06 %	12,52 %
Skupaj	894.229	727	0,01 %	100 %
Izobrazba				
Univerzitetna/magisterij/doktorat		445		**61 %**
Višja/terciarna		180		**25 %**
Poklicna/splošna		78		**11 %**
Srednja poklicna		22		**3 %**
Osnovna		0		**0 %**
Dela				
Upravljalec ali poslovodja		50		7 %
Vodja skupine, oddelka, menedžer		130		18 %
Zaposlen (državni urad, šolstvo, zdravstvena ustanova)		442		61 %
Zaposlen (proizvodnja, tovarna, skladišče)		10		1 %
Drugo		93		13 %
Podjetje				
Proizvodno podjetje		50		7 %
Storitveno podjetje		167		23 %
Izobraževalna ustanova		408		60 %
Državna uprava		80		11 %
Delovne izkušnje				
Manj kot 5 let		228		31 %
6–10 let		123		17 %
11–20 let		171		24 %
20–30 let		122		17 %
Več kot 30 let		83		11 %
Zakonski stan				
Poročen (ali zunajzakonska skupnost)		615		85 %
Samski		112		15 %

Skrbništvo				
Skrbim za šoloobveznega otroka		240		33 %
Skrbim za predšolskega otroka		167		23 %
Skrbim za starše		87		12 %
Skrbim za stare starše		14		2 %
Nič od tega		189		26 %
Drugo		36		5 %

Če povzamemo sociodemografsko sliko raziskave, lahko rečemo, da je večina anketiranih ženskega spola iz starostne skupine 26–35 in 36–45 let in z dokončano univerzitetno izobrazbo. Večina je zaposlenih v šolstvu, zdravstvu in državni upravi, z več kot 5 let delovnih izkušenj.
Večina anketiranih je poročena in skrbi za šoloobvezne otroke.

Hipoteze

Na podlagi raziskovalnega vprašanja: »Kako je delo od doma vplivalo na konflikte in kako so zaposleni dojeli stres v prvem tednu in po prvem mesecu po zaprtju javnega življenja in dela od doma?« smo postavili naslednje hipoteze:
H1: »V času dela od doma so se povečali konflikti z družinskimi člani«
Uporabili smo naslednje spremenljivke:

- Zaradi dela od doma so se povečali konflikti med mano in mojo družino (skupno gospodinjstvo).
- Moji domači razumejo, da moram biti pri delu od doma zbran.
- Zaradi prilagajanj zaradi dela od doma prihaja do napetosti v zasebnem življenju.

H2: »V času dela od doma se je zmanjšala prisotnost stresa«
Uporabili smo naslednje spremenljivke:

- Sodobna tehnologija mi olajša delo in mi omogoča, da tekoče opravljam svoje delovne zadolžitve.
- Poročanje medijev o COVID-19 mi povečuje stres.
- Strah pred odpuščanjem.
- Strah pred zniževanjem plač.
- Nisem vajen/-a oddaljenega komuniciranja s sodelavci, strankami.
- Nisem na tekočem, kaj se dogaja v podjetju.
- Osamljenost, občutek izoliranosti.
- Zaprt prostor – tesnoba.
- Omejenost gibanja v naravi.

Rezultati

Anketni vprašalnik je bil sestavljen tako, da so se pri posameznih trditvah ocene nanašale na prvi teden dela od doma in na mesec dni dela od doma. Iz Tabel 2 (Tabela 2: Primerjava med zasebnim in delovnim življenjem: prvi teden- prvi mesec (n = 631)) in 3 (Tabela 3: Prisotnosti stresorjev: prvi teden – prvi mesec (n = 631)) je razvidno, da ni bistvenih odstopanj v odgovorih za prvi teden dela od doma in po mesecu dni dela od doma. Iz tabel lahko razberemo, da so na vprašanja o primerjavi med zasebnim in delovnim življenjem po prvem tednu dela od doma odgovorili vsi anketirani, ki so med epidemijo COVID-19 delali od doma. Minimalna vrednost izbranega odgovora pri vseh vprašanjih je 1 (sploh se ne strinjam), maksimalna pa 5 (popolnoma se strinjam).
V kolikor pojasnimo posamezne trditve, lahko rečemo sledeče:
Pri trditvi »Zaradi dela od doma so se povečali konflikti med mano in mojo družino (skupno gospodinjstvo).« je v prvem tednu povprečje »1,87«, po enem mesecu pa »1,96«, kar pomeni, da delo od doma vpliva na konflikte.
Pri trditvi »Moji domači razumejo, da moram biti pri delu od doma zbran.« je v prvem tednu povprečje »1,95«, po enem mesecu pa »1,83«, kar pomeni, da so domači bili manj razumevajoči do tega da je delal od doma. To pomeni, da so zato tudi nastajali konflikti (trditev 1) in napetosti (trditev 3).
Pri trditvi »Zaradi prilagajanj zaradi dela od doma pride do napetosti v zasebnem življenju.« je v prvem tednu povprečje »2,39«, po enem mesecu pa »2,46«, kar pomeni, da so se povečale napetosti v družinskem krogu.
Pri trditvi »Sodobna tehnologija mi olajša delo in mi omogoča, da tekoče opravljam svoje delovne zadolžitve.« je v prvem tednu povprečje »4,18«, po enem mesecu pa »4,35«, kar pomeni, da je informacijska tehnologija omogočala izvajanje nalog.
Pri trditvi »Poročanje medijev o COVID-19 mi povečuje stres.« je v prvem tednu povprečje »3,29«, po enem mesecu pa »2,76«, kar pomeni, da so se navadili na poročanje in da se je stanje po enem mesecu začelo umirjati.

Pri trditvi »Za delo potrebujem več časa, kot sem ga potreboval, ko sem delo opravljal v organizaciji.« je v prvem tednu povprečje »3,41«, po enem mesecu pa »3,32«, kar pomeni, da so se navadili na delo od doma, in kljub temu da so potrebovali več časa kot v službi so se prilagodili na novo realnost.
Pri trditvi »Pred začetkom sestanka (predavanja) pripravim vse potrebno, da sem kasneje fokusiran na delo.« je v prvem tednu povprečje »4,14«, po enem mesecu pa »4,24«, kar pomeni, da so se za delo pripravili že takoj v prvem tednu. So pa bili še bolj fokusirani po enem mesecu dela.

Tabela 2: Primerjava med zasebnim in delovnim življenjem: prvi teden – prvi mesec (n = 631)

	Prvi teden		Mesec dni		Razlika	
	Povprečje	**Standardni odklon**	**Povprečje**	**Standardni odklon**	Povprečje	Standardni odklon
Zaradi dela od doma so se povečali konflikti med mano in mojo družino (skupno gospodinjstvo).	1,87	1,152	1,96	1,181	-0,09	-0,029
Moji domači razumejo, da moram biti pri delu od doma zbran.	1,95	1,11	1,83	1,005	0,12	0,105
Zaradi prilagajanj zaradi dela od doma pride do napetosti v zasebnem življenju.	2,39	1,284	2,46	1,286	-0,07	-0,002
Sodobna tehnologija mi olajša delo in mi omogoča, da tekoče opravljam svoje delovne zadolžitve.	4,18	0,953	4,35	0,866	-0,17	0,087
Poročanje medijev o COVIDU-19 mi povečuje stres.	3,29	1,436	2,76	1,373	0,53	0,063
Za delo potrebujem več časa, kot sem ga potreboval, ko sem delo opravljal v organizaciji.	3,41	1,481	3,32	1,481	0,09	0
Pred začetkom sestanka (predavanja) pripravim vse potrebno, da sem kasneje fokusiran na delo.	4,14	1,036	4,24	0,96	-0,1	0,076

Če primerjamo prvi teden in prvi mesec dela od doma, vidimo, da so se po mesecu dni nekoliko povečali konflikti z družinskimi člani kot posledica dela od doma in da se je zmanjšal stres zaradi poročanja medijev o COVIDU-19. Po mesecu dni se je dvignilo povprečje odgovorov pri trditvi, da sodobna tehnologija olajša delo, enako pri trditvi, da zaposleni pripravijo vse potrebno pred sestankom, da so kasneje lahko fokusirani na delo.

Na podlagi ugotovitev lahko H1: »V času dela od doma so se povečali konflikti z družinskimi člani« POTRDIMO.

Tabela 3 (Tabela 3: Prisotnosti stresorjev: prvi teden – prvi mesec (n = 631)) prikazuje opisno statistiko za spremenljivko prisotnost stresorjev, ki se nanaša na prvi teden in po prvem mesecu dela od doma. Iz tabele lahko razberemo, da so na vprašanja o prisotnosti stresorjev odgovorili vsi vprašani, ki so v času epidemije delali od doma. Minimalna vrednost izbranih odgovorov je bila 1, maksimalna pa 5.
Pri trditvi »Strah pred odpuščanjem.« je v prvem tednu povprečje »1,75«, po enem mesecu pa »1,72«, kar pomeni, da se je strah pred odpuščanjem začel po enem mesecu zmanjševati, saj so se ljudje začeli zavedati, da ukrepi vlade delujejo. Tudi na splošno je bil ta strah že na začetku relativno nizek.
Pri trditvi »Strah pred zniževanjem plač.« je v prvem tednu povprečje »2,33«, po enem mesecu pa »2,41«, kar pomeni, da so se kljub vsemu začeli bati, da bi se pa plače lahko znižale, saj je javno življenje zastalo.
Pri trditvi »Doma si delo težko organiziram in razporedim.« je v prvem tednu povprečje »2,3«, po enem mesecu pa »2,11«, kar pomeni, da so si z vsakim tednom delo bolje organizirali.
Pri trditvi »Nisem vajen/-a oddaljenega komuniciranja s sodelavci, strankami.« je v prvem tednu povprečje »2,38«, po enem mesecu pa »2,06«, kar pomeni, da so tudi svoje komunikacijske sposobnosti pri delu na daljavo izboljšali.
Pri trditvi »Nisem na tekočem, kaj se dogaja v podjetju.« je v prvem tednu povprečje »2,29«, po enem mesecu pa »2,27«, kar pomeni, da so zaradi zmožnosti oddaljenega dostopa dobili več informacij o dogajanju v podjetju.
Pri trditvi »Osamljenost, občutek izoliranosti.« je v prvem tednu povprečje »2,1«, po enem mesecu pa »2,3«, kar pomeni, da se jim je stres, ki je posledica osamljenosti začel povečevati.
Pri trditvi »Zaprt prostor – tesnoba.« je v prvem tednu povprečje »1,77«, po enem mesecu pa »1,8«, kar pomeni, da je po enem mesecu delo v ozkem izoliranem zaprtem prostoru začelo negativno vplivati na počutje anketiranih.
Pri trditvi »Omejenost gibanja v naravi« je v prvem tednu povprečje »2,3«, po enem mesecu pa »2,38«, kar pomeni, da je anketirance začelo motiti to, da se niso mogli več gibati v naravi kot so se prej.

Tabela 3: Prisotnosti stresorjev: prvi teden – prvi mesec (n = 631)

	Prvi teden		Mesec dni		Razlika	
	Povprečje	**Standardni odklon**	**Povprečje**	**Standardni odklon**	Povprečje	Standardni odklon
Strah pred odpuščanjem.	1,75	1,191	1,72	1,142	0,03	0,049
Strah pred zniževanjem plač.	2,33	1,35	2,41	1,4	-0,08	-0,05
Doma si delo težko organiziram in razporedim.	2,3	1,296	2,11	1,195	0,19	0,101
Nisem vajen/-a oddaljenega komuniciranja s sodelavci, strankami.	2,38	1,418	2,06	1,235	0,32	0,183
Nisem na tekočem, kaj se dogaja v podjetju.	2,29	1,267	2,27	1,272	0,02	-0,005
Osamljenost, občutek izoliranosti.	2,1	1,261	2,3	1,339	-0,2	-0,078
Zaprt prostor – tesnoba.	1,77	1,135	1,8	1,199	-0,03	-0,064
Omejenost gibanja v naravi.	2,3	1,446	2,38	1,495	-0,08	-0,049

Pri primerjavi povprečij odgovorov po prvem tednu in po prvem mesecu ugotavljamo, da se je po prvem mesecu povečala prisotnost stresorja *strah pred zniževanjem plač* in *osamljenost, občutek izoliranosti.* Zmanjšala pa se je prisotnost stresorja *doma si delo težko organiziram in razporedim* in *nisem vajen oddaljenega komuniciranja s sodelavci, strankami.*
Na podlagi ugotovitev H2: »V času dela od doma se je zmanjšala prisotnost stresa.« ne moremo hipoteze v celoti potrditi, saj so določene spremenljivke bile bolje, druge pa slabše ocenjene.

Razprava

Če želimo biti uspešni pri obvladovanju stresa, ga moramo predvsem razumeti.
Stres je medsebojno delovanje psiholoških in telesnih dejavnikov. Z drugimi besedami povedano: od psihološke ocene stresa je odvisen telesni odgovor na stres. Ljudje poskušamo premagati stres na različne načine, npr. poskušamo popraviti ali odpraviti problem, spremeniti način razmišljanja ali se naučiti prenašati stres, kar imenujemo načini soočanja. Ko nastopi problem, ljudje različno reagiramo. Nekateri se lotijo reševanja problema, drugi se mu želijo izogniti oziroma zmanjšati njegov pomen. Lahko se osredotočimo na problem in iščemo poti, da zmanjšamo stresor, iščemo načine, da bi se bolj uspešno borili proti njemu. Lahko se bolj osredotočimo na čustva, in sicer tako, da se o problemu pogovorimo s prijateljem ali pa gremo po nakupih, na ogled filma, da zmanjšamo občutek tesnobe v danem trenutku. Glede na navedene primere govorimo o različnih načinih soočanja (Zdravstveni dom za študente, 2019):

- aktivno soočanje (delam tako, da bi situacijo izboljšal);
- načrtovanje (želim najti strategijo, kaj naj storim);
- distrakcija (mislim na delo, da se zamotim);
- iščem čustveno podporo (pri drugih ljudeh);
- zloraba (npr. alkohola);
- opuščanje poskusov (obupal sem in ne bom več poskušal);
- zanikanje (to ni res, to se meni ne dogaja);
- distanciranje (ne dovolim, da se me dogodek dotakne, na to ne mislim);
- izogibanje (želim, da ta situacija izgine).

Naslednji psihološki dejavnik, ki vpliva na to, je socialna opora. Podpora drugih dobro vpliva na naše počutje in s tem na boljše zdravstveno stanje. Prijatelji nam pomagajo z nasveti, kako se bomo s stresom bolje soočili, stojijo nam ob strani in nam pomagajo s skupnimi aktivnostmi. Na to, kako bomo odreagirali na stres, je veliko odvisno od naše osebnosti. Ljudje, za katere je značilno, da so zelo tekmovalni, nepotrpežljivi, sovražno naravnani, napeti, bolj reagirajo na stres.
Pomemben psihološki dejavnik je kontrola, ki vpliva na stres tako, da posameznik, ki predvideva neki dogodek, tega doživi manj stresno. Svoje vedenje kontroliramo tako, da se stresu izogibamo: svoje misli s tem, da poskušamo oceniti svoje zmožnosti soočanja s stresom, informacije tako, da se trudimo dobiti čim več informacij o stresnem dogodku, odločitve, da izberemo možni izid (Zdravstveni dom za študente, 2019).
Da bi se lahko v bodoče bolje soočali s stresom pri delu od doma podajamo naslednje predloge za izboljšanje:

Predlogi za družbo

Družba si mora prizadevati za večjo implementacijo modernih in uporabniku prijaznih tehnologij. Z njihovo uporabo naredimo velik premik, saj si močno olajšamo delo, omogočen nam je dostop do informacij, ki je z uporabo tehnologije hitrejši, zmanjšajo se tudi stroški dela, saj zaposleni delajo lahko od doma oz. so dostopni tudi ko fizično niso v pisarni. Moderne tehnologije povečujejo možnosti povezovanja različnih panog. Sodobne informacijske in komunikacijske tehnologije prihranijo veliko časa in denarja. Uporabne so na vseh področjih človekovega dela in življenja. Že uporaba pametnega telefona kot sredstva moderne tehnologije pomeni boljše vzajemno delovanje, izmenjavo informacij, vpliva tudi na medčloveške odnose. Zaradi navedenega je pomembno, da primarni izobraževalni sistem temelji na uporabi IKT, da bi lahko čim bolj sledili napredku gospodarstva in tehnologije oz. se prilagajali novim razmeram. Vsem učencem in dijakom je treba omogočiti enake možnosti pri pridobivanju znanja s področja IKT. Razviti je treba moderne šolske sisteme in izobraževanje. Žal pa v družbi še vedno ni tako (Barle Lakota in Sardoč, 2015). Ta neenakost se je pokazala predvsem med epidemijo COVID-19. Če smo opremljeni z znanjem in situacijo obvladamo, smo posledično manj pod stresom. Celovito uporabo naprednih tehnologij je potrebno uvesti kot obvezne predmete na vseh poslovnih šolah.

V četrtnih skupnostih bi lahko zagotovili manjše prostore, opremljene z računalniki, kjer bi lahko brezplačno ali ob manjšem plačilu občanom zagotovili uporabo teh prostorov. To bi bilo zelo koristno v času COVID-19, saj bi se zaposleni, ki delajo od doma, lahko umaknili v mirno, manj stresno okolje. Ker ni realno pričakovati, da bi se kdaj vrnili v »normalno« stanje, bodo taki prostori dobrodošli tudi kasneje, ko bodo lahko tisti, ki nimajo ustreznih pogojev doma delali iz teh prostorov. Taki primeri so že na Japonskem in v nekaterih drugih državah.

Predlogi za podjetja

Podjetja morajo poskrbeti za dobro vzdušje med zaposlenimi. Posameznik ne sme imeti občutka, da je ostal sam, medtem ko dela od doma. Delodajalci morajo biti zaposlenim na voljo po telefonu in e-pošti, jim nuditi vso podporo ter prisluhniti njihovim potrebam in težavam. Biti jim morajo mentorji in jih obveščati s primeri dobrih praks o tem, kako delajo drugje. Podjetja morajo poskrbeti, da bodo zaposleni imeli na voljo opremo, potrebno za delo. Poskrbeti morajo tudi za izobraževanja in usposabljanja, saj se bo usposobljeni delavec pri opravljanju svojega dela počutil bolj suvereno, bolj bo motiviran, delo pa bo posledično bolje opravljeno. Na izobraževanjih naj bi bili prisotni zunanji mentorji, ki bi spremljali napredek zaposlenih in jim prikazali dobre prakse v drugih podjetjih. Podjetja, ki imajo poslovne enote, bi lahko organizirala mesečne sestanke preko video aplikacij; tako bi bili prisotni zaposleni iz različnih poslovnih enot. V času COVID-19 je bilo na voljo veliko brezplačnih webinarjev z različnih področij, tako o tem, kako premagati stres, o uporabi IKT pri delu od doma do webinarjev na temo osebne in duhovne rasti. Podjetja lahko veliko storijo že s tem, da zaposlene seznanijo z navedenimi možnostmi. Nenehno naj spodbujajo zdrav življenjski slog in zaposlenim omogočijo, da se kdaj tudi ustavijo in prisluhnejo svojemu telesu. Ob posebnih dnevih, kot je dan zemlje, ki ga praznujemo 22. aprila, bi svoje zaposlene lahko povabili na sprehod v naravo, kjer bi opravili preprosto nalogo: iz vej, listov, cvetja bi lahko izdelali mandale, fotografijo izdelka pa poslali po e-pošti in se potegovali za nagrado.

Vičič (2020) je v svojem prispevku predstavil ukrepe, s katerimi lahko delodajalci pomagajo zaposlenim pri različnih psiholoških vidikih, ki lahko pridejo do izraza v primeru dolgotrajnega dela od doma:

- **Človeški stik** – ena izmed osnovnih človekovih potreb je potreba po sprejetosti oziroma pripadnosti. Pri tem bi lahko delodajalci pomagali na način, da bi ohranjali ali celo povečali (na daljavo) neformalne timske in posamične pogovore, pogovore o zasebnem življenju, čustveno-razbremenilne pogovore (o skrbeh, strahovih, jezi, osamljenosti, odporih itd.), pogovore o aktualnem stanju v družbi (zdravstvo, gospodarstvo, svet itd.), aktivnosti, ki so namenjene zabavi, sprostitvi, druženju, novim idejam za prosti čas, spodbujali spletno druženje med zaposlenimi. Aktivnosti naj bi bile ločene od formalnih, prav tako pa jih ne sme biti toliko, da bi ovirale delo.
- **Informiranje** – zaradi spreminjajočih se sprememb v gospodarstvu, se lahko zaposleni začnejo bati za svojo zaposlitev, zato je pomembno, da delodajalec zaposlene čim bolj informira, kaj se dogaja v in izven podjetja. Tam, kjer podjetje že ima ustrezne ukrepe in rešitve, jih mora tudi redno predstaviti. V organizacijah, kjer vodje še nimajo ustreznih ukrepov, pa zaposlenim lahko povedo, da se zavedajo resnosti situacije in v podjetju iščejo rešitve. Pomembno je tudi, da delodajalec pojasni, zakaj so določeni ukrepi potrebni, pri tem pa ostane miren, deluje pomirjajoče in optimistično. Zaposleni se mora zavedati, da njegov delodajalec ohranja nadzor nad situacijo, čeprav se le-ta spreminja.
- **Razporeditev dela** – delo od doma lahko prinese zaradi neprilagojenega delovnega okolja nesorazmerno obremenitev zaposlenega pri službenih nalogah ali pri opravilih in stresu doma. Zaradi tega se lahko pri nekaterih zaposlenih pojavlja več nezadovoljstva, slabe volje, stresa, izčrpanosti itd. Delodajalec lahko zaposlenim pomaga na način, da na skupinskih in individualnih sestankih redno postavlja vprašanja, koliko so zaposleni obremenjeni s službenim delom in delom doma (npr. z otroki). Spodbujati je potrebno kulturo poštenega informiranja, vzpostaviti kulturo prostovoljne medsebojne pomoči med

zaposlenimi, prerazporediti delo večkrat kot sicer in na drugačne načine. Sproti je potrebno argumentirati, zakaj je to v teh nenavadnih okoliščinah potrebno.

- **Ohranjanje predvidljivosti in varnosti** – ne glede na to, kakšne razmere vladajo v naši okolici, imamo ljudje osnovno potrebo po varnosti in predvidljivosti okolja. V nenavadnih in hitro spreminjajočih se okoliščinah pa ljudje še bolj občutijo potrebo po tem, da bi živeli kot običajno. Ukrepi, ki jih lahko izvaja delodajalec v tem primeru so, da ohranjajo čim več rutine v čim bolj podobni obliki, kot so jih imeli pred situacijo dela od doma, to so lahko na primer redni sestanki (po telefonu, mailu, videokonference), razgovori, izobraževanja in podobno.
- **Dodatni mehanizmi motiviranja** – v razmerah, kjer dela vsak sam, je manj interakcij med osebami, s tem pa tudi manj kontrole, manj spodbujanja, pojavlja pa se večja izpostavljenost večjim količinam stresa v domačem okolju in več opravil. Pomembno je, da delodajalec jasno začrta pričakovanja in cilje. Pri nekaterih zaposlenih ta pričakovanja celo poveča, nekaterim lahko predpiše nove in ustvarjalne izzive ter naloge. Zaposlenim naj se omogoči več fleksibilnosti glede tega, kdaj, kako hitro in na kakšen način naj bodo naloge opravljene. Predvsem pa ne sme delodajalec pozabiti na pohvalo.
- **Vodja mora poskrbeti tudi zase** – prav tako kot delavci tudi vodje občutijo več obremenjenosti in stresa kot sicer. Priporoča se, da vodje vzpostavijo red in rutino, ki jim bosta omogočila čas za sprostitev in zdravo razbremenjevanje. Paziti pa je tudi potrebno na pretiravanja pri nezdravih načinih razbremenjevanja.
- **Spremljava razpoloženja zaposlenih** – v primeru ponavljajočih se in dlje trajajočih situacij s koronavirusom, lahko vse skupaj pripelje do sprememb v razpoloženju, tako vodij kot tudi zaposlenih. Pojavljati se lahko začne jeza, zaskrbljenost, občutek osamljenosti, žalosti, brezvoljnosti. Zato se priporoča, da vodje svoje zaposlene malo pogosteje sprašujejo preprosta vprašanja, kot so na primer: »Kako ste?«, »Kako vam gre?«, »Kako se počutite?«. Že sam pogovor o teh čustvih lahko veliko pripomore k premagovanju le-teh.

Predlogi za posameznika

Pri delu od doma je organizacija delovnega časa drugačna, saj lahko delo opravljamo ob kateremkoli času, smo torej bolj fleksibilni. Slednje seveda ni vedno dobro, saj se lahko hitro zgodi, da smo delodajalcu na voljo ves dan, delovni čas pa se premakne v noč. Ker med dnevom preklapljamo med delovnimi in zasebnimi opravili, je osredotočenost na delovne naloge manjša, utrujenost pa večja. Zato je zelo pomembno, da si delo za naslednji dan organiziramo že prejšnji večer. Naloge ločimo po prioriteti, pri čemer si lahko pomagamo tudi z brezplačnimi aplikacijami, ki so dostopne tako na mobilnih telefonih kot tudi na računalniku. Svojim bližnjim predstavimo svoj urnik dela in določimo ure, ob katerih nas zaradi dela ne smejo motiti. Zavedati se moramo, da tudi delo od doma lahko vodi do izgorelosti, zato je pomembno, da stres obvladujemo. Če se v domačem okolju pojavijo kakršnekoli težave, jih poskušamo sproti reševati. Ne pozabimo na ustrezno prehrano, ki naj bo uravnotežena, zdrava ter bogata z vitamini, saj nam pomaga pri lajšanju stresa.
Uvedimo telesne aktivnosti, saj je redna telesna aktivnost eden od učinkovitih načinov spopadanja s stresom. Dokazano je, da se med telesno aktivnostjo sproščajo hormoni sreče, s katerimi se po stresnih situacijah vzpostavi naravno hormonsko ravnovesje. Lotiti se moramo takšne telesne aktivnosti, ki nas razveseljuje in osrečuje. Pomembno je, da to počnemo na svežem zraku. Pri tem lahko vključimo tudi druge družinske člane. Stres obvladujemo tudi tako, da načrtujemo prijetne aktivnosti. Morda imamo sedaj, ko delamo od doma, več časa za hobije, ki smo jih opustili ali nanje kar malo pozabili. Z otroki odigramo družabne igre, tudi vrtnarjenje je lahko oddih in sprostitev od vsakodnevnega stresa.
Občutke tesnobe in depresivnosti lahko zmanjšamo s tehnikami sproščanja, kot so dihalne vaje, meditacija, joga ipd. Informacijsko-komunikacijska tehnologija nam omogoča, da tudi v času epidemije COVID-19 ohranimo stik s svojimi prijatelji. Na internetu ali po TV si ogledamo dober film, preberemo priljubljeno knjigo ali pa se prepustimo zvokom glasbe, ki nas pomirja.
Življenje je zelo nepredvidljivo. Še januarja smo po televiziji brezskrbno gledali, kako se na Kitajskem spopadajo z novim virusom. Vse skupaj se nam je zdelo zelo oddaljeno. Nekaj mesecev kasneje pa se nam je življenje povsem spremenilo. Nenadoma se je vse zaprlo, delodajalci so se morali hitro odločiti, kako najbolje pomagati svojemu podjetju in zaposlenim. Pojavile so se stiske zaradi omejitve gibanja, zaradi pritiska medijev, tudi zaradi strahu pred izgubo službe in prihajajočo gospodarsko krizo. Vendar pa je k blaženju stisk in posledično stresa veliko pripomogla informacijska tehnologija, saj je ljudem omogočila delo od doma, učencem in študentom pa šolo na daljavo.

Sklepna misel

Gre za eno prvih raziskav, ki je bila opravljena v Sloveniji v času COVID-19. Iz raziskave pri 631 anketiranih, ki so med epidemijo delali od doma, smo ugotovili, da delo od doma ni bilo največji povzročitelj stresa pri posamezniku. Večina zaposlenih je imela predhodne izkušnje z informacijsko tehnologijo, predvsem z uporabo interneta, zaposleni v storitvenih in proizvodnih podjetjih pa so imeli izkušnje z uporabo oddaljenega dostopa in videokonferenc. Menimo, da je to tudi razlog, da je v raziskavi večina zaposlenih menila, da jim je tehnologija olajšala delo od doma. Pred začetkom dela od doma so morali anketirani usvojiti nova znanja, in sicer aplikacije za videokonference, kot so Teams, Zoom, naučili so se snemanja in nalaganja tonskih- in videoposnetkov, naučili so se oddaljenega dostopa uporabe službenega računalnika. Zaposleni so začeli tudi redno testirati opremo pred začetkom videokonference, skrbeli so za redno posodabljanje in varnostno kopiranje datotek. Poleg komunikacije s sodelavci po e-pošti so zaposleni začeli vedno pogosteje uporabljati videokonference. Stres pri posamezniku je naraščal zaradi občutka osamljenosti, izoliranosti, omejenega gibanja v naravi. Najbolj pogosta težava pri delu od doma pa je bila organizacija časa.

Pomembno je, da razmere, v katerih smo se znašli, pogledamo z drugega zornega kota in ugotovimo, da morda ni tako hudo, kot je videti v prvem trenutku. Delo od doma je nekaj novega, drugačnega in nam sicer povzroča določeno stopnjo stresa, vendar je lahko tudi prednost, saj si sami porazdelimo delo, več časa pa preživimo tudi v krogu svojih domačih. Epidemija je bila nekakšen preizkus naših zmožnosti prilagoditve na drugačen način dela, hkrati pa je lahko vsak posameznik preveril, koliko zna uporabljati tehnologijo, ki mu je na voljo. Ponudila se nam je priložnost, da izkusimo, kaj dejansko pomeni delo na domu, ki je ponekod po svetu že nekaj časa uveljavljeno. Spoznali smo prednosti tako za delodajalca kot za delavca. Za delodajalca se na primer zmanjšajo prevozni stroški, delavec je bolj produktiven, saj opravlja delo v času, ki mu najbolj ustreza. Zaradi večje možnosti fleksibilnih ur je delavec delodajalcu morda več časa na razpolago. Delavec pri delu od doma prihrani čas za pot na delo in z dela, izogne se tudi dejavnikom tveganja, tako imenovanim stresorjem v prometu, kot so zastoji, zamujanje, drugi vozniki, ki ogrožajo našo varnost, prometne nesreče. Med delom si lažje razporedi odmore, morda odide tudi na krajši sprehod, kar so pozitivne strani dela od doma.

Vsak začetek je težak, tudi delo od doma marsikomu predstavlja oviro. Ne smemo namreč pozabiti, da so ljudje poleg dela od doma skrbeli tudi za otroke. Ljudje imajo različne pogoje za delo, nekateri morda nimajo možnosti za mirno delo, drugi pa si preprosto ne znajo organizirati časa. Prav zaradi takšnih izzivov smo v svojem prispevku želeli zbrati čim več predlogov za izboljšanje dela od doma in posledično obvladovanje stresa pri delu.

Menimo, da je raziskava dober uvod v podobne raziskave na tem področju. Morda pa v prihodnje, ko se bomo znova srečevali s podobnimi razmerami, raziskava postane priročnik za zaposlene, s katerim si bodo lahko sami pomagali pri premagovanju ovir in obvladovanju stresa pri delu od doma.

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RAZLIČNI NAČINI UPORABE IKT V HOTELSKI INDUSTRIJI

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Povzetek: *Razvoj informacijskih in komunikacijskih tehnologij je pripeljal do prave revolucije v razvoju in načinu poslovanja v turizmu in hotelirstvu. Uporaba IKT je omogočila uvedbo različnih tehnoloških sistemov, kot so centralni rezervacijski sistemi in globalni distribucijski sistemi, kar je omogočilo učinkovitejše poslovanje, neposredno interakcijo med turističnimi organizacijami, hoteli in strankami, hkrati pa znižalo stroške in povečalo produktivnost. V hotelski industriji se znatna vlaganja v IKT rešitve uporabljajo pri oblikovanju storitev in izdelkov ter izboljšanju celotnega poslovanja sodobnih hotelskih sistemov. Z naraščajočimi trendi uporabe IKT na vseh področjih poslovanja postaja IKT pomemben vir trajnostne konkurenčne prednosti ter strateško orožje, na katerega se v svetu močne konkurence na trgu zanašajo hotelska podjetja. V okviru raziskave je bila osrednja tema identifikacija različnih IKT rešitev v hotelski praksi, v smislu iskanja optimalne kombinacije za oblikovanje najboljše možne IKT strategije, zaradi boljšega tržnega položaja in poslovnih rezultatov. Prizadevali smo si prispevati k boljšemu razumevanju različnih kombinacij uporabe sodobnih IKT rešitev za povečanje znanja na tem področju. Predmet raziskovanja je informacijska in komunikacijska tehnologija ter njena uporaba v hotelirstvu. Raziskane so sodobne IKT rešitve, ki se uporabljajo v hotelih v poslovnem kontekstu, torej možnosti in načini njihove uporabe v vsakdanjem delu. Glavni cilj teoretične raziskave je bil identificirati različne IKT rešitve, ki so našle svojo uporabo v hotelirstvu, ter njihove možne kombinacije v zvezi s strateškimi vprašanji upravljanja sodobnih kompleksnih hotelskih sistemov. Ta raziskava ima pomemben prispevek v akademski sferi, saj zapolnjuje vrzel v delu teoretičnega raziskovanja o uporabi različnih IKT rešitev v sodobni hotelski praksi.*

Ključne besede: *hotelska industrija, IKT rešitve, hotelski sistemi, konkurenčna prednost, hotelska praksa.*

DIFFERENT WAYS OF ICT APPLICATION IN THE HOTEL INDUSTRY

Expanded abstract: *The development of Information and Communication Technologies has led to a real revolution in the development and way of doing business in the tourism and hotel industry. The application of ICT has enabled the introduction of various technological systems such as central reservation systems and global distribution systems, which has enabled more efficient and effective business, direct interaction between tourism organizations, hotels and customers, while reducing costs and increasing productivity. In the hotel industry, significant investments in ICT solutions are used in the design of services and products as well as to improve the overall business of modern hotel systems. With growing trends in the use of ICT in all areas of business, ICT is gaining importance and is becoming a major source of sustainable competitive advantage and a strategic weapon on which hotel businesses rely in a world of strong market competition.*
Purpose: *Within the research, the main issue was the identification of different ICT solutions in hotel practice, in terms of finding the optimal combination to formulate the highest quality ICT strategy, due to better market position and business results.*
Design/Methodology/Approach: *The subject of research is information and communication technology and its application in the hotel industry. Modern ICT solutions used in hotels in a business context have been researched, i.e., the possibilities and ways of their application in everyday work.*
Findings/Results and Conclusions: *Efforts were made to contribute to a better understanding of different combinations of application of modern ICT solutions in order to increase knowledge in this field.*
Research limitations/Implications: *The results of this theoretical research could be applied to other large hotel companies in Montenegro and the region in terms of strategic planning of ICT solutions. In addition, future research could be empirical in nature and focused on analyzing the possible link between the application of ICT solutions and hotel performance. This could provide a better insight into the business practice of hotel associations in Montenegro and the region.*
Practical and/or social implications: *The main goal of the theoretical research was to identify various ICT solutions that have found their application in the hotel industry, as well as their possible combinations in relation to strategic issues of management of modern complex hotel systems.*
Originality/Value: *This research has a significant contribution in the academic sphere, filling the gap in the part of theoretical research on the application of various ICT solutions in modern hotel practice.*

Keywords: *hotel industry, ICT solutions, hotel systems, competitive advantage, hotel practice.*

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Application of ICT solutions in the hotel industry

In the hospitality industry, technology is considered important for sustainable competitive advantage and strategic weapons (Bethapudi, 2013). As already pointed out, various studies have found that the hotel industry has always had a need to apply and implement ICT in conducting various business activities (Paryani, Masoudi, Cudney, 2010; Chevers, 2015). The reason for the application and implementation of ICT tools and applications in the hotel industry is that they need a wide range of information that basically encouraged them to apply technology, as well as the widespread use of tools and applications, the development of online presence among many companies. Most authors and researchers suggest that the Internet is an ideal way to sell hotel services and products (Connolly, Olsen & Moore, 1998; O'Connor, 2003; Christou, 2011). The basic services provided by hotels can be used to categorize ICT systems (Sigala, 2003). Hotel information system is the most typical ICT solution in hotel facilities. HIS can be divided into four main categories as follows: front-office ICT systems, back-office ICT systems, room-sharing ICT systems, and room-based ICT systems (Ham, Kim, Jeong, 2005).
Some of the most important applications of modern ICT solutions in hotels are: Electronic Data Processing (EDP), Asset Management System (PMS), Central Reservation System (CRS), Global Distribution System (GDS), Revenue Management (YM). In order to understand how ICT can influence business processes and communication related to strategic issues in the hotel industry, this research focuses on various ICT solutions that have found their application in the hotel industry, i.e., on the possibilities of hotel companies and the way they perceive conceptualization of technology. Some authors view technology in isolation, as part of one enterprise function, or focus on the technology itself rather than how it fits into the overall business system (Namasivayam, Enz, Siguaw, 2000). Some authors who have analyzed the impact of ICT in hotels consider only broader business issues and how ICT affects them (Sigala, Lockwood, Jones, 2001; Luck, Lancaster, 2003) while others examine staff roles and the social context of technology (Brotherton, Turner, 2001). Usually, the problems that may arise when applying different ICT solutions are seen through the prism of training and not as a possible symptom of the underlying conflict between ICT and what is being achieved. It seems that it is not accepted that the application of ICT is wrong or that they are poorly implemented or integrated, but it seems to be a common opinion that people should change their fields of action in order to respond to the demands of technology. Certain research, as a solution to this problem, suggests adapting technology to companies by additional training of staff. On the other hand, where technology responds well to the task, lack of knowledge will mean that technology is not used well (Lam, Cho, Qu, 2007).

Historically, the first steps in the application and implementation of ICT applications were taken by airlines that used the "computer reservation system" (CRS) in the 1950s. However, the use of ICT in hospitality began only in the late 1970s (Collins, Cobanoglu, 2003). In the 1980s, hotels began to use global distribution systems (GDS), hotel asset management systems (PMS) and hotel central reservation systems (CRS) to improve interoperability and interconnectivity. Since then, the study of the impact of different ICT solutions on the hotel industry has increased exponentially. Certain authors emphasize that the ICT revolution has led to unprecedented developments in the hotel and hospitality industry (Ip, Leung, Law, 2011). By synthesizing the column literature, it can be concluded that there are different relationships between ICT and effects (Mihalič, Praničević, Arnerić, 2015). There is an opinion that different ICT systems are significant resources of competitive advantage (Karadag, Dumanoglu, 2009). Most proponents of this view believe that the impact of ICT systems on competitiveness can be direct and indirect (indirect) and recognize investing in ICT as the ability to reduce costs and increase productivity. In contrast, some researchers argue that ICT investments do not have a significant impact on the value or effect of an enterprise and its competitive advantage, generally supporting ICT paradox theory (Brynjolfsson, 1993; Van Riel, Zhang, McGinnis, Nejad, Bujisic & Phillips, 2019). Third, a rather older opinion believes that ICT negatively affects business performance by suggesting that in the period after the implementation of ICT companies regularly experience a decline in competition either in market share or profit (Kettinger, Grover, Guha, Segars, 1994).
Nevertheless, most research emphasizes the exceptional importance of different ICT solutions for the tourism and hotel industry. ICTs have a very important application in tourism, travel and catering, but the tourism and hotel industry also have an impact on the development of ICT applications in the field of tourism and hospitality (Mihalič, Praničević, Arnerić, 2015; Seng, 2015). Globally, the rapid development of ICT has also rapidly changed the structures of the tourism industry (Reino, Lamsfus, Salas, Torices, Alzua-sorzabal, 2013). It can be argued with certainty that today the hotel and catering industry is one of the industries most associated with the progress and implementation of state-of-the-art ICT solutions. In recent decades, ICT is seen as a strategic resource and one of the basic tools for achieving a leading market position in the hospitality industry. The technological development of ICT is increasingly recognized as a key component of the hotel company's strategic plan (Bethapudi, 2013). Certain research on the impact of ICT investments on hotel performance suggests that such investments may continue to increase hotel performance and productivity (Sirirak, Islam, Khang, 2011). ICT has also been recognized as a strategic asset in hotel and hospitality companies to improve their strategic competitiveness (Wang, Qualls, 2007). Other authors emphasize that business performance in the hospitality sector is positively associated with early adoption of ICT. That is, that the success of companies in the hospitality industry is positively influenced by the application of successful innovation strategies, as well as the early adoption of new ICT solutions in business communication (Gray, Matear, Matheson, 2000). We believe that precisely because of all the above, it is necessary to conduct additional research that would further explore the link between the adoption of ICT and hotel performance. It is evident that the connection between modern ICT solutions and the

performance of hotel systems is very complex precisely because of the different analytical approaches and management practices in the hospitality industry. Four areas were identified when examining decisions related to the adoption of ICT in hotels: coherence between business strategy and IT decision, types of IT applications, anticipated benefits of IT decisions and decision-making style (Bilgihan, Okumus, Kwun, 2011). For example, hotels in the US and Europe have embraced ICT and effectively integrated systems such as customer relationship management (CRM), computer reservation system (CRS), supply chain management, hotel resource planning, project management system, office automation system, knowledge management systems and that the application of these systems has had an impact on hotel management recognizing their benefits (Li, 2012).

Hotel front-office systems (HFOS)

One of the most prominent departments in the hotel is the front-office department, which aims to unify and support the progress of guest services and transactions from the time before their arrival to their departure. Currently, front-office operations in Europe and the world are mainly performed using an electronic system (Ansah, Blankson, Kontoh, 2012). These systems are known as hotel front-office systems (HFOS). HFOS are central systems that can operate 24 hours a day, 36 days a year. Hotel employees should manage HFOS at the point of contact with the customer. This HFOS system provides a variety of information to first-line employees and supports fast and secure transaction time with the intention of reducing time spent in the system (Aziz, Bakhtiar, Syaquif, Kamaruddin & Ahmad, 2012). The results of some research indicate that HFOS is usually designed using easy-to-understand language and technology (Kim, Jin-Sun, Kim, 2008). One of The basic HFOS that supports the hospitality business is PMS - asset management system (Reino, 2009). Generally speaking, the PMS system is a computerized system that facilitates asset management (such as hotels) by supporting day-to-day core business. PMS also centralizes the interconnection between other ICT systems within the main system. This use of interconnection in the front-office supports the exchange of information throughout the hotel. In each hotel there are a number of standard operations in which PMS packages can be incorporated, whether the hotel is small, which offers basic facilities, or large with a wide portfolio of additional facilities. These functions may include: booking, registration, invoices, report generation, household maintenance, and basic marketing analysis. Thus, PMS has the ability to support productivity and reduce costs by improving internal control and communication in the hotel (Kim, Lee, Law, 2008). However, PMS is perhaps the most expensive investment that hotels incur in terms of financial and human resources. Decisions on the functionality, system administration, and interconnectedness of PMS rely on business capabilities and needs. These decisions should include choices to determine which business activities should be supported by PMS, the amount/i.e. number and type, computer locations where PMS should be installed, as well as the level of connectivity between software and other ICT systems. In addition, hotels should decide whether to adopt their own asset management software or outsource this function to application service providers (ASPs). ASP here refers to those software applications in which files are located in a different location from where they are accessed. The availability of ICT skills and knowledge of hotel staff will determine whether PMS will be used in the hotel or supported by the ASP system. Depending on the ASP, the responsibility for maintaining the PMS will be transferred to this ASP.

As far as PMS administration is concerned, there is a wide range of options, depending on the size of the hotel and the dynamics of its business environment. PMS can be run in small hotels using a single standalone computer. However, if the PMS is to be accessed from several workstations, the hotel will need a server to store all software files, and then all other workstations (terminals) will join this server via a local area network (LAN). A LAN is a computer network that operates in a geographically limited area using wired and/or wireless technology. If the hotel is independent of PMS files and the PMS database will usually be located at the asset level, unless the asset management is with an application service provider, then the files will be located at the software vendor's location. However, if the hotel belongs to a chain the headquarters will accept information about reservations or the client. In this case, there are two alternative ways to place the PMS and the connection between the asset system and the seat level. The first way is to install an asset management system in the headquarters office and provide access to individual software to the PMS system via a virtual private network (VPN). Another way is to install PMS at each asset level, and then connect everyone to the asset management system in the headquarters office through two-way communication using VPN or ASP. Most common PMS solutions on the market are usually offered in modules that support most front-office operations. However, aspects of PMS and its boundaries are not consistent for both suppliers and end-user companies (Pucciani, Murphy, 2011). End-user companies may adopt additional functions in PMS depending on their specific requirements. These functions can be obtained through additional modules integrated into PMS to facilitate the flow of information across departments (Avinal, 2006).

However, if the hotel needs more advanced features, then the hotel must adopt additional non-modular software solutions. These software solutions can work independently or can be connected by one-way or two-way connection to PMS. Examples of these non-modular solutions are additional systems that support hotel management (e.g., energy management systems and electronic door locking) in addition to guest service systems (such as electronic minibar, room phone and in-room entertainment). This type of software and the communication between them can provide improvements in internal communication, business control, cost tracking and employee productivity, which also reduces operating costs. In addition, PMS can be connected to electronic distribution systems to allow automatic updating of room availability. Many hotels use additional facilities (i.e., restaurants, bars, conference and/or time-sharing facilities) to generate additional revenue. These facilities require specific ICT systems to operate efficiently. Therefore, the hotel industry can set up these types of ICT systems as stand-alone systems or can seamlessly integrate them with PMS to support the exchange of information in front and back-office areas. To support entertainment facilities, hotel management may implement a "leisure management system" or "activity planner for billing and scheduling operations". Leisure management systems can be fully integrated into the PMS so guests can schedule appointments, book and/or close accounts at the front desk. When these systems are integrated with Maestro PMS, guests can develop promotional packages that include some of these leisure activities. Further, these systems can store guest preference data and event information for future direct marketing opportunities. ICTs are used in hotel front-office operations to create accounts, to check in and check out guests, to track reservations, to record guest costs and to exchange information within and across the hotel. Using ICT, customers can communicate with front-office staff over the Internet or by phone to make and confirm reservations, staying in the comfort of their private places and homes. Customers can make payments online to facilitate booking, which reduces queues and saves time in the front office. Therefore, debit and credit card payments have become an essential part of front-office work using appropriate hardware and software. Hence, as computerization becomes very important for efficient front-office operations, there are many software packages that cover almost every front-office function of visitors, from reservations, memorizing the history of guest visits, allocating rooms to general ledger accounting. Therefore, research on different types of ICT systems in front office operations in luxury hotels in Montenegro and their impact on market effects are important for hotel decision makers, all in order to effectively choose the right set of ICT systems.

ICT hotel reservation systems

As efficient distribution of hotel service activities is very important for hotel companies, since their "production" cannot be delayed or "stored", the development of such systems is one of the most studied topics in ICT research in the hospitality and hotel industry. According to some authors, the reservation system can be seen as a specific system that allows a sufficient amount of information to be provided to the right people at the right time in the right place (O'Connor, Frew, 2002). The development of computer reservation systems (CRS) began in the 1970s, and global distribution systems (GDS) in the 1980s. The advent of the Internet in the 1990s developed operational sales practices in the hospitality industry (Scaglione, Schegg, 2015). Using the Internet as a booking method can be valuable for both hospitality firms and customers by providing real-time information sharing as well as cost reduction for both parties (Kim, Kim, 2004; Schegg, Scaglione, 2013). In small individual hotels, the system of "updating" hotel rooms can be implemented and accessed by the basic booking module offered by any PMS software. This booking module can visualize hotel room inventory and can support booking entry, saving and retrieval. This type of module is at the property level. Conversely, chain hotels may have inventory at the corporate level. These hotels tend to centralize booking activities to headquarters or central booking offices. Therefore, chain hotels must provide this headquarters and offices with specific software solutions in order to manage reservations. An example of these software solutions is the Central Reservation System (CRS), a tool for accessing global distribution systems (GDS) and Internet distribution systems from a single system. CRS supports hotels in their sales and online marketing, and also allows the hotel management to announce its prices and the availability of rooms that will be used by sales channels that use CRS, e.g. tourist agencies. CRS is primarily used to exchange information such as available rooms and prices among hotels in the chain. Connecting with CRS is considered one of the significant benefits of joining any hotel franchise (Knowles, 1998). Since most hotel chains still typically make asset-level reservations, inventory databases must be synchronized between the asset-level reservation system and the CRS hosted at headquarters or central reservation offices. CRS networking improves cost-effectiveness, enables faster communication, efficient data management, and efficient information exchange (Ansah, Blankson & Kontoh, 2012). Therefore, most software solutions are designed to keep and update status and availability in one place and provide seamless communication between headquarters level and asset level to increase reservation (Reino, 2009). In addition to a sophisticated CRS hotel chain, it provides individual hotels in the chain with the technique of improving bookings, improving search services, maximizing sales, increasing market opportunities and applying revenue management (Ansah, Blankson & Kontoh, 2012). The CRS system is crucial for the survival of hotels, although they may face unprecedented operational challenges in terms of downtime in the guest service system (Knowles, 1998). As far as distribution channels are concerned, hotels can maximize their capabilities by enabling direct bookings while allowing seamless connection of hotel inventory with one or more distribution channels that hotels can use. Currently, almost all hotel companies in the world are exposed to ICT systems directly or indirectly (Ansah, Blankson & Kontoh, 2012). Increasing market share and exposure is one of the reasons why hotel managers use multiple network channels. One of these distribution channels is GDS such as: Galileo, Amadeus, SABER and Worldspan. These systems include not only hotels but also airlines, car rentals and other travel resources and are commonly used by professional travel agencies (Rowe and Ogle, 2008).

The second distribution channel is the "alternative distribution system" (ADS), which refers to those travel agents whose core activities are performed online, such as: Expedia, BookDirect, Orbitz, Travelocity, HotelFactory, RezView, iHotelier and ResExpress (Thakran, Verma, 2013). The third possible distribution channel that hotels can use is Central Reservation Systems, run by external partners, including Best Western or Reserve America. In addition, hotels can also use their own website as a possible distribution channel. Booking rooms through a hotel website can reduce distribution costs (Phelan, Christodoulidou, Countryman, Kistner, 2011) and reduce hotel dependence on intermediaries (Samanta, 2009). Therefore, several hotel chains are trying to raise direct distribution through their own websites by offering lower prices. However, developing such interfaces can become very expensive. If the hotel management cannot set up a direct interface for each of the CSAs and GDSs, the hotel management may hire alternative companies to provide access to distribution channels and support communication between PMS and GDSs and/or CSAs. In this case, reservations (instant computer message) from the GDS or website will be transferred to the hotel reservation system to request room availability. After the reservation is checked and confirmed, the data will be sent back to the applicant. However, if there is no connection between PMS and GDS/ADS, hotels will try to gain access to these distribution systems and then manually allocate rooms to the systems. Another option for small hotels with limited technology is Destination Management Systems (DMS), also known as Destination Information Systems (DIS). The mentioned DMS is based on the same type of technology of companies that deal with switching, but it is managed by a regional tourist organization. Therefore, hotels can improve revenue generation by selling rooms through a diverse range of GDS, ADS and DMS systems. Furthermore, when automatic communication between PMS and these electronic distribution systems is enabled, communication with external partners will be improved, as well as the response to market changes, leading to increased revenue generation. Online booking systems need to highlight some factors such as convenience, price and security in order to attract first time users. It is also necessary to include functions such as searching for information and transactions in order to retain previously accessed users (Kim, Lee, Law, 2008).

ICT systems of business administration

As for the applications of business administration systems, they can be interconnected in PMS or they can be managed as stand-alone systems. Some of the PMS vendors offer certain modules that are combined into their PMS solutions or offer connectivity with other software solutions (Abukhalifeh, Pratt, 2022). The benefits of integrating systems into front and back office applications are mainly related to increased internal accuracy of information and productivity by sharing the same database among hotel sectors. This category includes solutions for accounting, procurement and human resources (Gulmez, Ajanovic, & Karayun, 2014). In addition, there are various modules that can be adopted by the PMS system such as work order or maintenance modules. These modules are designed to support the generation of fault reports and give them priority that the maintenance sector can visualize, act accordingly, close the order when maintenance is completed, and notify the sectors involved (Murphy, 2013). This type of plant is focused on increasing productivity, internal communication and improved control. As part of back-office applications, e-procurement solutions make it possible to take advantage of business automation and electronic distribution channels (Kothari, Hu, Roehl, 2007). In institutions with a large volume of business and with extensive buying and selling activity, these applications enable an automated purchase process. They are particularly relevant for hotel sectors where purchases are made in large quantities and are usually integrated into restaurant, catering or banquet management systems, in addition to work order / maintenance systems. This system identifies on a daily basis which items must be sold or retained, as well as handling operations such as ordering, receiving, inventory control, recipe management, inventory depletion and re-ordering (Moraitis, 2018). Certain authors point out that this type of application improves communication with suppliers, decision-making and internal communication, which in turn can translate into improved control and productivity (Croom, Brandon-Jones, 2007). Systems that support accounting activities improve control and decision-making. For accounting, both the Receivables/Sales Book and General Ledger module can be obtained as a modular solution that complements PMS, supporting comprehensive accounting, financial reporting and analysis, as well as guest invoice management, enabling posting with several account systems, tax advance refunds trade with integrated official forms, customer analysis, replication, currency exchange reservation, data import and export. However, some PMS only provide a receivables module, and a different software package needs to be installed for general ledger accounting, which can be connected for one-way or two-way communication with the receivables module or can be done independently. On the other hand, various modules may be available for claims, including a module for paying commissions for travel agencies and a module for accounting of owners. Special modules or software packages can be purchased to support human resource management. Especially large hotels or those belonging to the chain deal with a large amount of information related to their human resources, requiring special ICT applications to manage this information and set up staff rotation. ICT enables hotels to keep records of employees in the human resources management sector, support payroll and pre-treatment, generate staffing schedules at the sector level, provide access through EPOS, support information on holidays, sick leave and other earnings, generate reports on planned versus actual labor costs and facilitating employee reviews and assessments. These systems are by default connected to PMS when they are a modular solution. However, once an additional package is purchased, they can be linked to PMS. In addition, they can also connect to service devices such as computers or electronic outlets for login purposes. These types of systems are mainly aimed at improving rotation and scheduling controls.

ICT systems of business intelligence in the hotel industry

Hotel and hospitality companies can use intelligent information systems that transform large amounts of unstructured raw data into meaningful and useful information for the purpose of designing ICT systems (Nam, Dutt, Chathoth, Daghfous, Khan, 2021). These systems help hotels to identify and develop new opportunities and make appropriate investments (Law, Leung, Buhalis, 2009) which translates into a competitive advantage in the market and long-term stability. One type of these systems that hotels can use is the

“Revenue Management System” which allows hotels to establish special booking arrangements, including occupancy rates for selected dates that will be automatically displayed in the booking phase (Reino, 2019). Revenue management is a key instrument for controlling supply and demand (Fernandez, Gerrikagoitia and Alzua-Sorzabal, 2015). The basic branch of revenue management is "revenue management", which here refers to the strategy of variable prices, which depends on understanding, anticipating and motivating consumer behavior in order to maximize profits or revenue from hotel room reservations. Revenue management functionality can be included by default in many PMS or as a modular function to maximize revenue generated from the sale of hotel services. However, hotel chains looking to optimize their sales can adopt advanced ASP revenue management solutions and link those solutions to PMS. This allows hotels to extract relevant forecast sales and consumer behavior patterns from their databases. According to these patterns and predictions, hotels can optimize rooms and set their occupancy rate to a higher level. Some authors point out that another important system for hotels is the customer relationship management (CRM) system, which refers to modern ICT solutions that can be used to enter, store, search and analyze various information obtained by users in the function of marketing and other service activities (Law, Leung, Buhalis, 2009). As hotel visitors become more loyal to the brand, more sophisticated and price-sensitive, it is evident that CRM is a strategic requirement to attract and increase customer support. There is currently a widespread view that the successful implementation of customer relationship management should effectively adapt and combine ICT functionality with business processes. Hotel CRM systems can be interconnected with PMS and other systems. An effective e-marketing strategy requires integration and coordination between CRM systems, website features and promotion techniques.

ICT systems for guest services

Another additional system that hotels can establish are "visitor service systems". These are devices specially designed to provide additional services in the room. Visitor service systems can also be used to increase customer satisfaction and/or to generate additional revenue. Their importance to assets and the required level of interrelationship with PMS is determined by the size of the assets, resources, type of customer, level of services offered and revenue generation strategies. This group may include: electronic door lock, electronic advertising in the room without interference/room cleaning, telephone in the room, entertainment in the room, electronic minibar, Internet access, in-room printing, energy management systems and/or power switches. Electronic locking systems can be set up as stand-alone or in a network system with connection to PMS and/or restaurant, catering and leisure or any other management system that supports hotel facilities. Traditionally, special wiring would be required to connect individual access control units to a central workstation. However, wireless networking solutions are now available. These devices can be managed from standalone devices or can be connected to any facility management software system, including PMS, restaurant management, etc. enabling further functionalities for the card, such as their use to post costs to the guest room. Key readers and printers can have stand-alone and networked system settings. Key cards can also be provided to access limited areas of the hotel – such as car parks, swimming pools, etc. Some service providers have also introduced cashless vending solutions, which allow visitors to use a key card to purchase products and post costs to the guest room via a wireless PMS connection. Currently, there are additional systems that have developed in the industry according to biometric automated locking systems, eliminating the need to carry a visitor's card. Electronic advertising Do-Not-Disturb - Make-Up-Room/Cleaning of the room that allows staff to recognize the status of "Do not disturb" or clean the room from the hallway. With these systems, the guest from the room can operate simple touch sensor systems or a small motion sensor. These systems can be managed independently or integrated with PMS for centralized management of basic activities in hotels. "Energy Management Systems" (EMS) allow hotels to reduce unnecessary energy consumption, usually associated with lighting and/or heating. EMS applies to both switches and software, and includes a wide range of devices and operates in several service segments in hotels. However, they are mainly focused on managing the energy of the guest room.

The most common example of this system is the electrical switch, which is triggered only when the hotel room lock/unlock card is inserted, ensuring that all systems are switched off when no one is in the room. These types of solutions are usually installed individually at the guest room level. However, further functions are enabled by integrating stand-alone devices into a centrally controlled system. This can be run from the hotel’s PC terminal which can be connected to the PMS and offer additional functions.

The system may include a thermostat that allows the room temperature to decrease/increase when it is unoccupied and controls the temperature control of the guest when the room is used. The infrared motion sensor has the task of turning off when the room is not used for a long time, and it also provides improved lighting and climate control devices. The advanced feature offered by some hotels allows guests to adjust the temperature range by several degrees and contribute to energy savings. Energy control is delivered through a centralized version, which connects the system to PMS and provides additional features such as automatic room lighting when registering a guest, to create a welcoming atmosphere. The in-room telephone can fulfill a dual functionality, associated with guest service and room maintenance support. They are based on a "private automated voice messaging" ICT system that allows external direct dialing from and to the guest room. Its basic use involves keeping call accounting, enabling its performance to track phone calls and record them to the account of hotel visitors. Additional features include waking up calls, receiving voicemail, setting alarms via email, identifying callers from reception, disconnecting the calling system from the room when this is busy and/or tracking any phone calls from hotel staff. An advanced feature of the telephone management system is call logging, which allows cleaners to update room status information via the handset, which can be especially useful for large hotels that require fast work and hotels that require frequent household updates. In addition, this system allows monitoring locations of employees, and controllers of keeping records and evaluating the work of housekeepers in hotels. When the hotel is interested in providing more advanced functions to the customer, "Guestroom Digital Assistant" can be adopted, which integrates not only telephone access, call billing and household records, but also enables energy management of elements such as heating, lighting, alarm clocks, digital radio, displays of information and communication about guest services, automated CRM tracking and voice advertising. In-Room Entertainment Systems (I-RES) refer to advanced television-based services that offer customization by the hotel and digital on-demand services individually or in combination. Customization can range from hospitable messages in guest language, broadcasting evacuation information, displaying phone information and messages about special promotions, as well as additional services at the hotel, reading billing information, and even the check-out process. As for digital services on demand, they may include access to electronic games/movies, etc. Electronic minibars can be a significant source of hotel revenue. In hotels where you want to provide services quickly, where customers demand urgent payment, the cleaners cannot permanently check the items spent from the electronic minibar. In this case, electronic mini bars can be connected to PMS systems, recognizing the removal of items from the minibar, automatically posting costs to the guests' account. Because guests tend to move items and then return them without consuming them, these devices usually allow them to be reversed and not charged (Reino, 2009). In-room Internet access can be provided directly to the computer that records them or via a television system. Depending on the business model of the hotel, as well as whether in-room internet access is proposed only for customer satisfaction or as income support, it can be charged per use or be free. Hotels offer free internet up to a certain speed. The Internet usage service is charged for speeds higher than the set ones and the interfaces with PMS will enable the posting of costs to the guest's account. Institutions where a significant number of guests travel for business purposes are expected to offer in-room printing. This service can be provided in a room or in a hotel business center, or through network partners, allowing guests to upload their file to a special website tailored to the hotel and download a document from the hotel printer (this device can work seamlessly with wireless network and with existing printers, connecting the solution to the printer and intranet). Guest service systems mainly exist to increase customer satisfaction, however, when these systems are delivered for an additional fee, they can become a key source of revenue for catering facilities. Communication between these systems and PMS supports productivity, internal communication, and improved control by allowing access to billing information through a single system. Therefore, there is a wide range of general business and hotel-specific applications, which can run independently or be integrated into a networked system environment to support accommodation operations, contribute to business performance, improve productivity, support decision-making, reduce operating costs, improve internal communication, communicate with partners, communicating with suppliers, increasing revenue, increasing customer satisfaction and improving control.

Hardware and general network infrastructure in the hotel industry

Establishment dynamics combined with the type of customers served by hardware and general network infrastructure can create a demand for different types of interfaces. Therefore, traditional fixed computers and electronic cash registers are being replaced or supplemented by alternative devices. This is the case with electronic points of sale (EPOS). EPOS refers to hardware systems that support bar and restaurant business services. Designed as a solution for "electronic cash registers", enabling wider functions in hotels with a large volume of operations, including tracking orders for drinks and food, electronic transfer of orders to production staff, automatic sending of fees to/from PMS invoices. However, in restaurants, they are usually associated with restaurant management systems (RMS). Some of the main requirements that modern EPOS must meet include constant high speed, ease of use, reliability, rich functionality and remote support (Ansah, Blankson, Kontoh, 2012). Depending on the size and dynamics of the hotel as a catering facility, operators may consider adopting handheld devices that allow waiters to receive and send orders in real time to the kitchen, such as the Digital Dining case. They can include other functions, such as integrated credit card payment devices, and depending on the software solution, they can provide the ability to send orders directly to the kitchen, split bills or intentionally keep orders without automatically sending orders. As far as staff registration is concerned, this can be made possible by using an ID card, fingerprint or entering an ID number. The efficient point-of-sale and table reservation system provided by Northwind, for example, includes a dynamic setting that allows staff to track customer movements from table to table. They can be managed independently or connected to a restaurant/catering management system, which in turn can be linked to PMS. Hotel ICT solutions can be networked to share information and resources over a local area network (LAN) or wide area network (WAN). The LAN helps to exchange information in the hotel from the front office to the restaurant, and the WAN helps to exchange information from one hotel to another within the same chain in different geographical areas. Computers can connect to these networks to use content from another hotel or location. This integration of ICT systems provides a powerful tool that brings an advantage in strengthening and promoting the hotel and hospitality industry (Mathur, 2015). However, networking remains one of the main issues in ICT (Ansah, Blankson, Kontoh, 2012). The application of various ICT solutions in the hotel industry is crucial for the success of hotel companies. The strategic goal of most hotel managers is to integrate ICT with tourism in an attempt to support accessibility, availability of a wide variety of services and products, visibility of information, and thus create customer satisfaction (Bethapudi, 2013). This trend includes the use of computer software, hardware and telecommunications devices to store, manipulate, translate, protect, send and receive data, and the growth of ICT integration is one of the most significant time management events in the hotel industry (Ansah, Blankson, Kontoh, 2012). An alternative to the traditional check-in and check-out processes at the hotel reception is offered through kiosks, which are integrated into most PMS systems (Cline, 1999; Jaremen, Jędrasiak & Rapacz, 2016). Similarly, laptops can be used to support check-in operations when the main visitor check-in point is busy. In addition, handheld devices enable connection via a TCP IP-based network environment, wireless internet or "global mobile communication system" (GSM) for restaurants and/or bars. Finally, video display systems are also used in high standard hotels with a large number of visitors/guests to display constantly updated data and announcements. Some types of these video displays can be interconnected with PMS. The main areas for setting up a video display system are the lobby, hotel halls, conference centers or any other center of hotel activity. In general, many researchers have seen that the development of certain business functions in hotels is strongly intertwined with ICT issues (Brady, Fellenz, Brookes, 2008) and that the most efficient business function in tourism is the so-called ICT revolution (O'Connor, Frew, 2002). However, there are several studies that have examined the impact of ICT on market effects in the context of service industries. On the other hand, according to other research, the degree of ICT use is significantly related to the performance of a marketing function (Noh, Fitzsimmons, 1999). In addition, the same research confirmed that databases and networking are the most important ICT categories. The second study used an empirical analysis of 61 German hotel and business hotel companies and found that ICT influences visitor trust and commitment, supporting the argument that there are obvious marketing benefits from investing in ICT (Ryssel, Ritter, Gemünden, 2004). Hotel managers can use ICT solutions to attract more guests, improve service quality, provide exceptional guest satisfaction, and increase market share and revenue (Kapiki, Fu, 2015). Hotel facilities are progressively using ICT to reach potential customers in the fastest and most efficient way (Leong, 2001). However, in addition to all the above advantages of ICT in hospitality, there should be budget allocations for the procurement of hardware and network devices, software and installation, staff training on system use, security, routine maintenance and system administration, although these procedures may have negative implications for hotel managers and owners (Ansah, Blankson, Kontoh, 2012). Some impacts of the ICT system may have dysfunctional consequences for users, which may interrupt the main goal of adopting a new ICT system. Positive effects of the application of modern ICT solutions in the hotel industry include reduction of stress, quality of working life, job satisfaction and other work-related results with significant consequences on business efficiency and productivity (Mathur, 2015). The challenge for every hotel company is to adopt new ICT solutions and learn how to use them to create a better system. At the same time, it is difficult to choose the most important business segment in which to implement ICT (Aziz, Bakhtiar, Syaquif, Kamaruddin & Ahmad, 2012). Adopting an ICT system can restructure the work environment and change the efficiency of work in a hotel business. Lack of training is one of the main obstacles to the full exploitation of ICT. Some hotel administrators are reluctant to adopt ICT due to technophobia (Siguaw, Enz, Namasivayam, 2000). Due to the above, perhaps, the application of modern ICT solutions is not as intensive as in other sectors.

Conclusion

We are witnessing a revolution in the tourism and hospitality market, which ICT, as the most important challenge, is implementing the design of new scientific paradigms for the development of tourism based on modern e-technologies. The results of theoretical research of different ICT solutions applied in the hotel industry indicate that the intensity of their application is high, but that there are also many different combinations of their application. As the hotel sector is a central part of the tourism economy of many countries that are strategically oriented towards tourism, the application of various ICT solutions in hotels can have a significant impact on the overall tourist attractiveness of a country as a tourist destination. The hotel and hospitality industry in the world is becoming highly competitive and it is necessary that hotels use different ICT solutions to improve their activities and overall business performance. The success of modern business systems, such as hotels, increasingly depends on the optimal combination of ICT solutions that would meet the increasingly specific needs of tourists as users of their services. This leads to the belief that it is necessary to find the optimal combination of different ICT solutions that are widespread in the hotel industry today. This research is relevant to the requirements of the hotel industry because it helps to deepen the problem of understanding the various ICT technical solutions applied in the hotel industry by managers to be able to achieve better business results through their application. In addition, a better understanding of this issue can help to better formulate a strategy for the use of ICT in order to improve performance and market position. This research seeks to help modern hotel systems and managers in the field of tourism and hospitality to improve their knowledge in the field of application of various ICT solutions in their business activities in order to achieve better business results. The focus of the research is on the most modern ICT solutions used in the hotel industry today. However, most previous research in this area has focused on ICT in general or on commonly accepted ICT solutions, e.g., Internet. Therefore, this research focuses on assessing the availability of a wide range of ICT applications, as well as the integrated level of these systems. In addition, the research filled the gap regarding the requirements related to the implementation of various ICT solutions in the hotel industry that must be taken into account in order to maximize the benefits of ICT at all management levels. Analyzing the various modern ICT systems represented in the modern hotel industry, this research contributes to the practice of choosing the right ICT investment to improve the overall performance of the hotel system. Certainly, this research found that different ICT technology solutions are potential elements for direct improvement of hotel performance, which may encourage managers in the hotel sector to more intensively explore different combinations of ICT solutions or find new ways to ICT investments that can lead to changes in the tourism industry in terms of restructuring ICT strategies in the hotel industry. The research results also contributed to the development of an approach to the analysis of different ICT solutions. Further research can be moderate to empirical research on the effects of different combinations of ICT solutions on specific examples in the hotel industry, both from the point of view of managers and from the point of view of customers or employees. This would help more in researching the relationship between different ICT solutions and business results or overall hotel performance. Another study could test the relationship between ICT and internal marketing (i.e. productivity and performance of service innovation) based on employee perspectives. Research could also be conducted to measure the satisfaction of external customers with the adoption of ICT from a customer perspective. Future research may also be moderate on the interdependence of the application of different combinations of ICT solutions and the marketing effects of hotel operations.

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VLOGA VODSTVA PRI TRANSFORMACIJI PODJETJA

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Povzetek: *Sodobno dinamično okolje sili podjetja, da nenehno vrednotijo, izboljšujejo in nadgrajujejo svoje poslovanje, z izbiro poslovnih praks, prilagojenih njihovi transformaciji. Imperativ sodobnega poslovanja so pobude za preoblikovanje podjetij, ki postajajo nuja za ohranjanje konkurenčne prednosti z nenehnimi spremembami in prilagajanjem tržnemu gospodarstvu. Danes večina avtorjev poudarja timski in kolektivni pristop k vodenju v primerjavi s prejšnjim tradicionalnim, organizacijskim in transformacijskim pristopom k vodenju. Glavni raziskovalni problem v prispevku se nanaša na specifičnost različnih tipov vodenja in njihove vloge pri preoblikovanju podjetij, natančneje na način realizacije porazdeljenega vodenja v pobudah za preoblikovanje podjetij. Raziskovalna predpostavka je, da je pristop k vodenju in lastnosti voditeljev sredstvo za natančno in učinkovito izvajanje teh pobud za njegovo preobrazbo. Namen prispevka je bil poglobiti razumevanje vloge in pomena vodenja pri transformaciji podjetja, raziskati učinkovitejše modele procesov sprememb v podjetju, preučiti najpomembnejše značilnosti transformacijskih vodij in vpliv organizacijske kulture na proces sprememb. V prispevku smo raziskali in predlagali možnosti optimalne izbire konceptualnega modela izbire sloga vodenja v podjetju, vse z namenom njegove enostavne in učinkovite transformacije. Predlagani teoretični model omogoča dojemanje fenomena organizacijske transformacije, opazovanega z vidika sposobnosti in vloge vodje. Gre za poskus povezovanja teorije porazdeljenega vodenja in teorije transformacije podjetja pri doseganju učinkovitejših in optimalnih rezultatov pri izvajanju velikih transformacijskih pobud v podjetju.*

Ključne besede: *vodenje, transformacija podjetja, spremembe, značilnosti vodstva, transformacijsko vodstvo.*

THE ROLE OF LEADERSHIP IN ENTERPRISE TRANSFORMATION

Expanded Abstract: *The main research problem in this paper refers to the specificity of different types of leadership and their roles in the transformation of enterprises, and more specifically, the way of realization of distributed leadership in initiatives for enterprise transformation. The subject of this paper is the role of leadership in enterprise transformation. The transformation of a company takes many forms, however, leadership style and leadership qualities are continuously the main point of discussion of most authors in the available leadership literature. Some authors advocate classical methods while others believe in modern leadership methods.*
Purpose: *The purpose of this paper was to deepen the understanding of the role and importance of leadership in enterprise transformation, researching models of enterprise change processes that are more efficient, examining the most important characteristics of transformation leaders and the impact of organizational culture on the change process.*
Design/Methodology/Approach: *The research assumption is that the approach to leadership and the characteristics of leaders is a means for precise and efficient implementation of these initiatives for its transformation.*
Findings/Results and Conclusions: *This paper explored and proposed the possibilities of optimal choice of the conceptual model of choosing a leadership style in the company, all with the aim to facilitate its simple and efficient transformation.*
Research limitations/Implications: *The modern dynamic environment forces companies to continuously evaluate, improve and upgrade their business, with the choice of business practices adapted to their transformation. The imperative of modern business are initiatives for the transformation of companies that are becoming a necessity in order to maintain a competitive advantage through continuous change and adaptation to the market economy. Today, most authors emphasize the team and collective approach to leadership compared to the former traditional, organizational and transformational approach to leadership.*
Practical and/or social implications: *This is an attempt to connect the theory of distributed leadership and the theory of enterprise transformation in achieving more efficient and optimal results in the implementation of large transformation initiatives in the enterprise.*
Originality/Value. *The proposed theoretical model enables the perception of the phenomenon of organizational transformation observed from the aspect of the ability and role of the leader.*

Keywords: *leadership, enterprise transformation, changes, leadership characteristics, transformational leadership.*

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Distributed leadership and enterprise transformation

Organizational or managerial leadership is another name under which transactional leadership is known. Transactional leaders focus on leaders of supervisory roles, team performance, organizational hierarchy, respect for followers, and full adherence to leaders' instructions and guidelines. This leadership style is governed by a strict reward/punishment system and is authoritarian in nature. This system of rewarding/punishing is built on the foundations of mutual consensus between leaders and followers (House, Shamir, 1993). Transactional leadership is also known as vertical leadership, because transactional leaders operate in an authoritarian approach where information flows vertically from the top down and from the bottom up. This approach to leadership is understood as an effective leadership style that helps companies achieve their goals to the greatest extent possible (Bass, Riggio, 2006). The modern business environment pays attention to the team or collective approach to leadership in relation to the traditional, organizational and transformational type of leadership. Unlike the conventional approach to leadership, the collective leadership approach is collective, distributed, shared, collaborative, participatory, and facilitating in its approach. In the current rapidly changing global economic environment, organizational transformation initiatives are becoming a necessity for companies to maintain their competitive advantage and survive the ever-changing market economy. A genuine enterprise transformation initiative should be implemented through a leadership approach that is appropriate and effective in implementing these organizational changes. The assumption is that change agents are leaders who work together to change the institutional needs of a company. This research examines distributed leadership as an effective approach to leadership in companies undergoing or planning to implement major transformation initiatives examining the concept of network leadership proposing overlapping social network leadership theory as a fundamental theory based on distributed leadership as an extension of a study conducted by some authors (Al Ghanem, Braganza, Aldhean, 2020), while social media theory is based on the relationship, interdependence and exchange of information and their interest. Therefore, this paper assumes that network leadership is a distributed leadership practice in the context of enterprise transformation initiatives. The relationship between transformational leaders and followers is closer, where the leader understands the needs of the followers and their personal interests, builds trust, and enables followers to influence and have a say in decisions. On the other hand, the theory of transformational leader, as opposed to transactional leader, is reflected in the fact that transformational leaders follow the motivation of their followers by feeling and understanding their needs, interests and personal desires align with overall organizational goals (Bass, Riggio, 2006).

The main characteristic of a transformational leader is their ability to influence followers through leadership by example by setting a role model for followers who gain their trust. During enterprise transformation initiatives, transformation leaders follow the motivation of their followers by emphasizing the importance of enterprise transformation, change for the growth and prosperity of the organization which will result in progress and employee benefits (Hamstra, Yperen, Wisse, Sassenberg, 2014). Leaders encourage their followers to view their businesses as a window to learning, gaining experience, personal competencies, and career growth. Transformational leaders are charismatic, influential, inspiring, motivating, intellectually stimulated and focused on attention. Some authors point out that in the post-heroic, behavioral, transactional, and transformational approach to leadership, scholars have emphasized the execution of organizational changes or initiatives by a single leader (Pearce and Conger, 2003). Team/collective leadership is a natural extension of transformational leadership. Models of team or collective leadership suggest that there are formal and informal leaders who emerge at different times based on the needs of those leaders in different situations (Friedrich, Elias, 2014). Team leadership is accepted as a new modern approach to institutional leadership, constructed on the basis of the evolution of the scientific leadership perspective. The team approach to leadership is known to practitioners as joint leadership, and to academia as network leadership (Carter, De Church, Braun, Contractor, 2015).

This theory of leadership is collective, collaborative, shared, participatory, facilitative, functional, and distributed in its approach to leadership. Team/collective leadership or what the academic community calls leadership as networks, i.e., it can be said to be realized in a network environment and consists of one or more different network participants, where it is important to emphasize that their role or division depends on the context (Wind, 2017). Distributed leadership theory is one form of team approach to leadership. This theory of leadership has been thoroughly studied by Gronn and discussed at the same time as shared leadership. This approach to leadership is conceived as a joint attempt conducted by a network of individual groups gathered in a team (Gronn, 2008). Distributed leadership has become a well-known post-heroic approach to leadership, as it is identified as a measurement tool by which leadership can be fully viewed and understood in a holistic macro perspective. Gronn demonstrated the link between distributed leadership and organizational studies. Distributed leadership is the transition from traditional authoritarian leadership that is conceptualized by command and dominance to a more flexible team collective, collaborative, shared, and participatory leadership style (Currie, Grubnic, Hodges, 2011). Distributed leadership deals with the practice of leadership and is based on division of labor and may mean that leadership is scattered among some or all people in the company. Alternatively, it can be constructed as a concrete action where people work closely together and interact because of organizational and structural relationships. A review of the literature on distributed leadership revealed that the application of the characteristics of distributed leadership in the company positively contributes to the overall organizational effects.

The process of enterprise transformation involves the transformation of management of technological innovation processes through planning, organizing and directing human and capital resources towards the successful creation of new knowledge, ideas aimed at creating new or improved products, processes and services, development of these ideas and transfer of ideas to production, distribution and development. The process of enterprise transformation is immanent, and resistance to enterprise transformation is understandable if it is known that transformation/change can lead to organizational change, especially in the part related to the loss of certain privileges for resistance providers as individuals and groups, loss of their positions, power and authority. Businesses go through life through changes from minor to major changes, depending on the need for change. These transformations are carried out in order for companies to remain competitive and efficient in their work. Enterprise transformation is a continuous process that should be continuously provoked by conventional models of management and governance in a fast economic environment in which every element is changing rapidly. Enterprise transformation can involve radical change, incremental, continuous change, reengineering, and profound structural change, and in many cases enterprise transformation can be a combination of different types of transformation processes. These planned changes require change agents to work together to continually succeed in achieving goals. The process of transformation initiatives is actually an instrument that ensures that organizational change targets different layers of the enterprise. These planned transformation initiatives are being implemented so that the company can achieve its goals. Due to the complexity of organizational structures in today's highly competitive environment, it is necessary to study and thoroughly examine the process of organizational transformation in order to identify and explore appropriate ways to implement change initiatives. This theoretical examination insight into the company is conducted by identifying approaches to leadership that would lead to the implementation of the process of change in the company. The literature on enterprise transformation continuously focuses on individual approaches to leadership guided by practice, rather than a new approach to team collective leadership. Thus, the process of transformation refers to the change of organizational norms in a way that improves the business of the company. It is noticed that the transformation of the company is seen as inevitable and strives to help achieve the goals of the company, more efficient business, increasing the satisfaction of the workforce, which results in increasing their organizational productivity and competitiveness of the sector in which the company operates. The importance of enterprise transformation initiatives stems from the need for the enterprise to upgrade its organizational behavior through these initiatives. Based on a systematic analysis conducted according to the existing literature review, this research aims to propose a specific, in this paper conceptual model and leadership style, comparing transactional, transformational and other leadership models and the effects of these models in enterprise transformation.

Characteristics of a leader and his role in the stages of enterprise transformation

Today's business world is highly competitive, so change must be a natural activity in a growing organization. The way of survival is a transformation according to the needs of a rapidly changing world. Resistance to change is a dead end for both employees and the organization. Customers demand not only excellent service, but more. If they do not get what they want from one company, they will get it from their competitors. Organizations are being reshaped to become more agile and efficient to meet the needs of their customers. The top leaders of the organization know that they cannot waste money on every problem and that they need highly dedicated and flexible employees. Leaders must emphasize action to make change/transformation of companies as fast and smooth as possible, and resistance to them, as a futile job to overcome as soon as possible. In order to prevent the organization from falling to the bottom due to outdated ideology, it is necessary to become a champion of change/transformation of the company.

Organizations during their growth usually go through four main changes, namely the formative period, the period of rapid growth, the mature period and the period of decline (Klepper, 1997). The first period is characteristic because the organization is just starting its work. Although there is a founding vision (purpose of the organization), there is no formal definition of its achievement. Mastering change requires experimentation and innovation, creativity overcoming obstacles and making discoveries. The second period involves directing and coordinating in the organization in order to maintain growth and consolidate profits. Change i.e. the transformation is aimed at defining the purpose of the organization and the business. In the third period, there is a strong growth that is aligned with the line that represents the total and maximum capacity of the company. The company needs changes to maintain established markets and ensure maximum profits. Finally, in the fourth phase, the size of most companies is reduced and reorganized. To survive, change and enterprise transformation must include setting higher goals and compassion in implementing change, with the goal of transforming the old way of working into new and innovated ones. The four mentioned phases are repeated cyclically. For some companies, the previously listed stages of business development can be quick and easy, while in other companies the same processes can take decades. Failure to make the necessary changes in any of the four periods of growth can mean disappearance, i.e. the end of the company. Through periods of change, which is about all the time for good organization, leaders need to concentrate on making their employees accept the "accepting change" attitude from avoiding change. According to certain research, there are five steps that accompany every change, i.e. transformation, namely: rejection, anger or repulsion, negotiation, depression and finally acceptance (Conner, 1993).
Therefore, the first reaction of workers to change is often resistance. People are comfortable doing tasks and processes in a certain way. This comfort allows employees to feel confident in managing their environment. Leaders have the task of helping the process of

change by changing the attitude of their employees by changing their attitude from avoidance to acceptance. Leaders show, not speak, since talking can provide explanations, compassion, and encourage the team to ask questions and answer them. In addition, leaders need to be involved in implementing change, helping employees become part of the answer, not the problem. They should be focused on the challenges that must be overcome, and at the same time seek the help of other departments and colleagues in the company.

Changes in the company represent an additional complication of the work process, because they do not always bring direct adjustment. The attitude of each employee gives a different response that is conditioned by feelings of change. According to modern approaches, managers are primarily administrators: they devise business plans, analyze and determine budgets, control the way in which work tasks are met and the parameters of the development program. The status of administrator is contrary to the wishes of employees who do not want to manage them, but to lead them. On the other hand, leaders determine change within organizations and at the level of human individuals. There is a subtle difference between management and leadership: if management is a necessary function of any organization or company, leadership establishes a relationship between the leader and the follower, which can stimulate the smooth running of the company. Effective management includes daily monitoring and achievement of business goals, solving problems at the right time, managing sectors within the limits imposed by their budgets, working meetings, negotiations. Management has a business perspective, creates ideas, motivates employees and becomes imperative when changes in the internal or external environment threaten the stability of the organization. Effective management includes daily monitoring and achieving business goals, solving problems at the right time, managing sectors within their budgets, working meetings, negotiations. Management has a business perspective, creates ideas, motivates employees and becomes imperative when changes in the internal or external environment threaten the stability of the organization Therefore, management can be considered an executive function (planning, budgeting, evaluation, mediation), while leadership is a special type of interpersonal relationships that chooses values, motivates, trains, builds like ideal models or typologies.

Leadership can be studied, improved, but it cannot and must not neglect the innate characteristics of the people involved in the process of change in the company. Success is ensured by talent, complemented by training, practice, perseverance and continuous development, so leadership is not an option, it cannot be delegated or acquired by titles. A leader is a respected person and ready from the environment, which should be trusted, beyond the title awarded in the position or exercise of authority. In addition to these psychological considerations, the need for true leaders is an important topic of a particular moment in the economy and society. Often in today's organizations, rigid leadership style and rigidity are driven in turbulent conditions and in a complex external business environment. Leaders, however, should provoke and motivate employees to give up the zones of personal comfort and rebellion of boredom and apathy that very often reigns in companies. Managers in companies are also, out of personal fear, often great opponents of leadership. However, management and leadership should complement each other. Training, including practice, is focused on people who train in order to solve everyday practical problems. In this way, it inhibits the development of the leadership scale. At the same time, the presence of a leader with a strong personality opposes managerial development, as a confrontation between pragmatism and disorder, between mechanisms and inspiration. An easy way to see the unique role of a leader is to confront the responsibilities of management. The roughest summary describes the leader as a driver of change, preparing the ground for management who then designs ways to implement change and revive the company's vision. In a sense, change is an essential component of leadership, as the leader leads people to new places and across new areas, setting the direction while leaving management to plan the logistics of enterprise development.

One of the main purposes of senior company management is to understand the broad picture of the company, to create a narrative that allows others to quickly understand the vision or desired outcome. By creating a narrative about what is happening in the company, the leader also creates meaning, giving people a sense of their place in the company and its story, a sense of purpose. The leader can use storytelling to illustrate some new behaviors and activities that will be needed after the change process. This quickly revives what might otherwise be a difficult and abstract concept. The role of a leader is to provoke a change of company and mobilize people to action, revive abstract concepts, make them meaningful and relevant to people, which gives the company a better chance of success. Vision must be communicated to employees, and a common mistake is to underestimate the understanding of how much communication is needed for people to understand and internalize the vision. When a company operates in balance, common ways of communicating such as email and regular employee meetings may be enough to deliver small messages and reinforce well-understood principles. In times of change, communication should be strengthened by several speeds, using new methods and maintaining communication longer than can be expected. For a leader, communication must be adequate in words and deeds. Employees observe leaders and judge by what leaders say, confirming that actions are much more powerful than words. Action that is not in line with the vision and values that leaders speak of is considered leadership hypocrisy. This inconsistency is a leader's mistake that undermines many processes of change. Another mistake is that the company's management believes that the changes were successfully implemented long before they actually were. Many companies neglect to embed change in culture, as most people's experience of what needs to be done comes from listening to and observing what their immediate directors say and do. Therefore, new behaviors and attitudes must be rooted in the common values of the company, and they will be strengthened daily by line managers. Transformation and changes in the company include eight steps, of which the first four steps relate to preparing the ground for changes in the company. These four phases are:

establishing a sense of urgency; creating a leading coalition; developing a vision and strategy and conveying a vision of change. The next three phases relate to the introduction of new vision realization practices. These three steps are: empowering broad-based action; generating short-term gains and consolidating gains, creating and provoking more change.

Elements of choosing a leadership model in the successful transformation of a company

The transformational leadership that is needed today has the potential to encourage employees in the company to do their best, develop their skills to bring subordinates to advanced intellectual levels. A transformational leader is able to encourage his followers to achieve more than expected. Transformational leadership implies leadership that transcends incentives to work, intellectually and creatively develops and encourages workers, and transforms employee care into parts of the company's mission (Conger, 2002). Transformational leadership is also defined as a type of leadership that sets a clear vision in which transformational leaders operate (Trofino, 2000).

On the other hand, transformational leadership can be seen as a leadership pattern used by leaders to change the current situation by identifying those who follow organizational problems with inspiration, persuasion and excitement to achieve a high level of clear vision to identify common goals (Kirkan, 2011). Transformational leadership includes four sub-dimensions, i.e. idealized influence, inspirational motivation, intellectual stimulation and empowerment (Ghadi, Fernando, Caputi, 2013). Certain authors believe that the above can be achieved by giving subordinates the authority to make decisions (Aymn, 2018). Intelligent leaders are those who have a wealth of skills and knowledge gained through experience that allows them to effectively manage everyday life tasks. Effective leadership is always needed to bring about effective change (Deal, Kennedy, 2000). The management in the company must deal with the problems of accepting changes and transformations of the company, and manage them. Although the process of change generally faces a certain level of resistance, an effective leader is one who can manage resistance and implement successful change. Recognizing, addressing, and overcoming resistance is always a lengthy and by no means easy process (Heifetz and Laurie, 1997). Incremental changes often do not require formal initiation, as they are introduced in small doses. They are usually easy to handle and easy to adopt, because employees do not offer resistance, but they are usually limited in time. Radical changes, on the other hand, are difficult to accept and adopt, employees offer greater resistance, which requires more than just the competencies of leaders in the company. Radical change requires private acceptance, and the role of senior leaders is to take certain actions to make employees consciously understand and accept the need for change and therefore create a willingness to give up the old style of work in favor of the new ones (Reardon, Rowe, 1998). Initiating radical change involves different processes than their maintenance, and they require different leadership style orientations. Unlike gradual change, radical change always requires a high level of creative leadership with risky attitudes. The role of a leader is also very important for the development and management of change in any company by creating the right atmosphere for the adoption of change. Organizational culture also has a role in developing change in any company, and the leader is the one who adopts new strategies for the development or management of culture. Top management can create strategies to interconnect people working in the organization and its process (Applebaum, St-Pierre, Glaves, 1998). The culture of an organization can include beliefs and values, it can lead an organization from conservative to innovative. Company culture consists of unwritten rules, discipline and external orientation, and the role of a leader can be instructive, advisory or supportive. The most important role of a leader in the process of managing and developing a company culture is the support given to it by employees (Reardon, Rowe, 1998). A leader can also prove to be very effective in managing technologies. There are two dimensions to technology leadership, and they are transactional and transformational. Transactional leadership focuses on technological change and the possession of technical skills, with less attention to people, and a lower degree of personal commitment in problem solving. On the other hand, transformational leadership focuses on the need for technological change and also considers aspects of relationships with people. This type of leadership shows the leader in the role of a seeker for new paths, better communication with employees, and especially in presenting the vision of the company and practicing certain skills in employees. Appelbaum states that this type of leader is more effective for the organization in embracing change using innovation and innovative mixing (Applebaum, St-Pierre, Glaves, 1998).

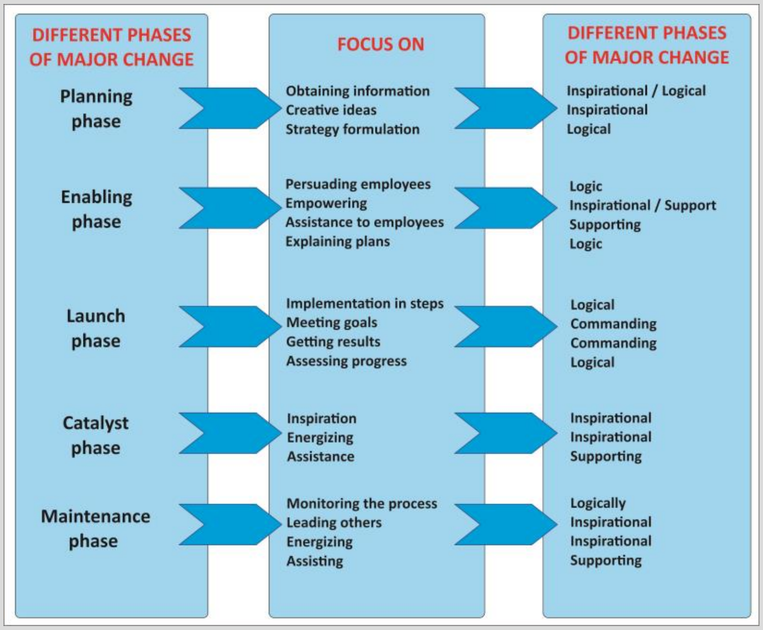

Figure 1. Interdependence of radical change and leadership style (Reardon & Rowe, 1998)

Table 1: Interdependence of leadership style, focus, type of change and way of learning leaders (Reardon, Rowe, 1998)

Leadership styles	Main focus on	Make changes	Learns
Command	Results	Fast	Working by
Logically	Innovation	Careful	Learning by
Inspirational	Opportunities	Radical	Examining by
Support	Work facilitation	Slow	Listening

Effective leaders have a clear vision of the future, and successful change must have a clear picture of the future. Without a vision, successful changes are very difficult. It is very important that employee leaders clearly communicate the vision in the company (Kotter, 1995). The previous table, for example, confirms that logical leaders are focused on innovation and communicate their vision by explaining it to employees. A leader can also motivate employees by creating different strategies, and the best way to motivate employees is a reward system. An organization's ability to motivate individuals toward top levels of performance is closely linked to their reward systems. Effective leaders have a clear vision of the future, and successful change must have a clear picture of the future. Without a vision, successful changes are very difficult. It is very important that employee leaders clearly communicate the vision in the company (Kotter, 1995). The previous table, for example, confirms that logical leaders are focused on innovation and communicate their vision by explaining it to employees. A leader can also motivate employees by creating different strategies, and the best way to motivate employees is a reward system. An organization's ability to motivate individuals toward top levels of performance is closely linked to their reward systems. As already pointed out, organizational culture is important in companies and can influence the process of enterprise transformation. It is believed that the role of the leader is limited in creating an organizational culture, where the area of work of the company, the geographical region in which the company is located, employees and their nature of work are also important. Likewise, changing political, social and technological situations can also affect the operation of a company and its transformation. The role of the leader is very limited while controlling and managing such factors. Encouraging the creation and training of leaders is one of the basic problems of the economy, marked by strong changes. In any case, the manager must be able to lead a group of individuals, but also to adopt a different leadership style based on the personalities of the team entities. Leadership efficiency consists of a combination of qualities, such as intelligence, self-confidence, initiative, excellent communication, the ability to abstract and generalize situations and events, the ability to correctly perceive the essence of various phenomena. Generally speaking, leaders are synonymous with setting an example to follow, as subordinate individuals are tempted to follow step by step that person who is considered a model of professionalism and existence in the company. In the early 1960s and 1970s, researchers formulated two main coordinates of leader behavior, based on managerial behavior, explained by Blake's network of models (Blake, Mouton, 1964), or on the three-dimensional model of managerial behavior (3-D): Leader acts to achieve initial control tasks, to encourage the employee to accept the minimum level of performance of such tasks; once it reaches this minimum level of performance, the manager rewards performance by emphasizing human relationships by providing attention, support, and direct encouragement in human resources. By maturing to take on tasks and improve work performance, the manager offers greater autonomy by delegating and trusting employees.

This management model is dynamic, providing a guide for different behaviors, both for the diversity of employees' personalities and for the complex levels of responsibility in fulfilling work tasks. According to certain authors, a perfect leader would be someone who is able to use intuition or training, but who also knows how to control his environment. It could be added that he is able to effectively control his environment in accordance with the management style and the best methods of leadership, related to his personality (Fiedler, London, Nemo, 1961). The leader is called to strengthen the whole mechanism of interests, hopes, motivations and organizational energies in a unique incredible direction, to differ from other similar companies, but also to get the long-awaited benefits. The managerial vision of the company, originally designed by its leader, will live step by step, as an integrator and accelerator of a fully participatory climate predisposed to high performance due to managerial pragmatism and leadership inspiration. The type of leader technician will especially ensure the efficiency of organizational activities with a specific approach to his mission, the charismatic leader will prove to be a key factor in encouraging creative energies in challenging commitment. The two patterns of leadership can be combined, with original methods, in accordance with the management style, taking into account the characteristics and abilities of each individual involved. Despite all the difficulties of any typology of leadership (lack of precise definition of institutional organizational framework, control practice, certain shortcomings in achieving real participatory management, etc.), experienced and talented managers will always be able to demand nuanced behaviors, which develop harmoniously in both leaders. Certain authors who have addressed the issue of leadership in the past have suggested that any change or innovation can be understood through three consecutive phases: the freezing phase, the changing or shifting phase, and finally the freezing phase again (Lewin, Lippit, White, 1939). Lewin believed that firms are basically stable structures, and change is a process in which firms move between different stable phases. At that time, the proposed model was criticized because it was considered to emphasize the static vision of the organization. If the goal changes, but the effect of the change goal is on the group (daily performance, activity in the workplace, absenteeism rates and abandonment of employment income), the strategy is focused on collective change of a significant number of people. Change management and the role of managers/leaders in change management refers to the adoption of such mutations in a planned, structured and organized environment. The most important topic of change management is issues related to innovation, competition, productivity, type of change, various measures or needs for creativity.

An important issue regarding the transformation of a company is why there are changes in the company. The answer may be: because of the poor performance they have; adapt to changes in the external environment; achieving or maintaining a competitive advantage (such as better prices, high quality) over market competitors; apply innovation in practice. According to most of the available literature, usually, changes in a company can be continuous (progressive development, accurate adjustments, gradual adaptations) or discontinuous (cracks or radical changes), depending on the development of the environment. It can also be said that two sources determine the transformation of the company, namely external sources – change is initiated or imposed by actors and stakeholders outside the company and internal sources – change begins with individuals and groups such as shareholders, managers, employees. The next basic question of change is related to the object of change. The most common changes are: goals and strategies, technologies, human resources, organizational structures and the environment. Change was considered to be work in dynamic equilibrium, where different forces are encouraged to change parameters committed within the organization, but at the same time provide strong resistance to any change in the system, treated as a whole or in its components (Lewin, Lippit, White, 1939). Among the most important determinants of organizational change could be considered: technological changes, high obsolescence of products, improved working conditions and an avalanche of new information. Resistance to inducing changes can be a variety of factors in terms of attitudes, mental patterns of action or thinking, disinterest, fears of the unknown, new, failure or destructive workforce. Defining a working team as a group of people working independently to achieve common goals, with its members responsible for achieving goals, it can be concluded that, through certain collective efforts, teams can go beyond the sum of individual performance and more private goals of members. Effective teams develop useful mechanisms to maximize their performance. Some characteristics of team building are: team members must share a sense of power and have a high rating of self-confidence. As for autonomy in work teams, it refers to the freedom, discretion and control that their members can give and can experience. Execution teams are free to use their resources to seize opportunities and make quick decisions without the need for approval from a supervisor or boss.

Transformation understanding model and enterprise transformation model

In order to manage change, it is important to understand the probable stages and processes that a company will go through in the process of change. The transition from state A to state B means that some old ways and priorities will be left behind and some new ways and priorities of work and business of the company will be adopted. The literature singles out three models that are often used in change management and are very useful in illustrating some of the difficulties of transition, i.e. transformations of the company, and emphasize what leaders and managers must pay attention to when planning a change in the company (Conger, 2002). These are: the three-step change model, the transition model, and the change curve developed by Elizabeth Kubler Ross (Lewin, 2012). Certain authors propose a three-step model: thawing, movement, and re-freezing (Senior, Fleming, 2006). The first step is to unfreeze the existing enterprise, which means understanding the status quo, clarifying the desired end position, identifying the forces that promote change and the forces that resist change. Thawing is a change in the attitudes and behavior of employees and the work environment. This is a very important type of change, because while a company is going through any type of change, it is important to create the need for change among all participants. The role of the leader is also very important in thawing, as it requires a well-structured way to implement change by managing the behavior and attitudes of people working together. It also requires a strong commitment from all people to work together on this shared vision. Movement is the next phase in which the top management of the organization identifies, plans and implements appropriate strategies. At this stage, it is also determined that any company must undergo gradual or radical changes. The vision of a leader is also very important for planning and implementing strategies. All strategies are shaped in the movement phase. The next step is to re-freeze the situation of change in which the leader helps to stabilize change so that it becomes integrated into the status quo. The most important thing is for leaders to understand how to re-freeze change, because if reassessment is incomplete or if transformation does not happen properly, change will be ineffective and inappropriate behaviors before change will continue.

Freezing always encourages the possibility of further change. The quality of leaders and leadership is very important for organizational change, because the most important thing is to address the resistance, confusion, research and commitment of management. There are some predictable behaviors associated with the stages of change and effective leaders always perceive these changes in an effective way and respond appropriately to achieve team commitment. The leader of change is always associated with planned change and deals constructively with human feelings. At the core of this model is the assumption that firms tend to remain as they are, that an active effort is needed to drive change. It also means that a re-freeze phase is needed to prevent the organization from returning to its original status quo.

Certain authors make a difference between a change that is an external change of the situation and a transitional one that is internal, that is the psychological process of understanding and adapting to these sophisticated changes. The individual must process the external change, that is, consider what it means to him. Psychologically, there is a kind of old way of working and the birth of new work in the company (Bridges, 2019). The mentioned author believes that the transition of a company has three elements: an end, a neutral zone and a new beginning. One of the key findings that connects the two extreme areas is the neutral zone, as an area of uncertainty, employee confusion and anxiety. If we look at the company that is transforming, we can see five basic phases: the existing way of doing things – the status quo, the end of these existing ways, the neutral zone, a new beginning and finally a new status quo. Internal transition has three elements, while the process of external change really has five. In order for a change of company to be successful, space should be left for the completion to be accepted and for individuals to be supported in accepting them (Ibidem). It will certainly be useful to raise awareness among managers that some people will go through this type of psychological transition and that they may be affected more than they expect. Completion can affect the whole team, simple restructuring can have a profound effect on all team members.

A model of optimal choice of leadership style in enterprise transformation

Leadership style in a company refers to the characteristic behaviors of leaders in guiding, motivating, leading and managing groups of people. Great leaders can motivate others to perform, create and innovate processes in the company. This thesis is based on various research studies, because the aim of the research is to analyze the relationship between successful organizational change, enterprise transformation and leadership based on some of the characteristics and choices of leadership style. Based on the analyzed literature, the optimal model of leadership style in enterprise transformation is proposed below.

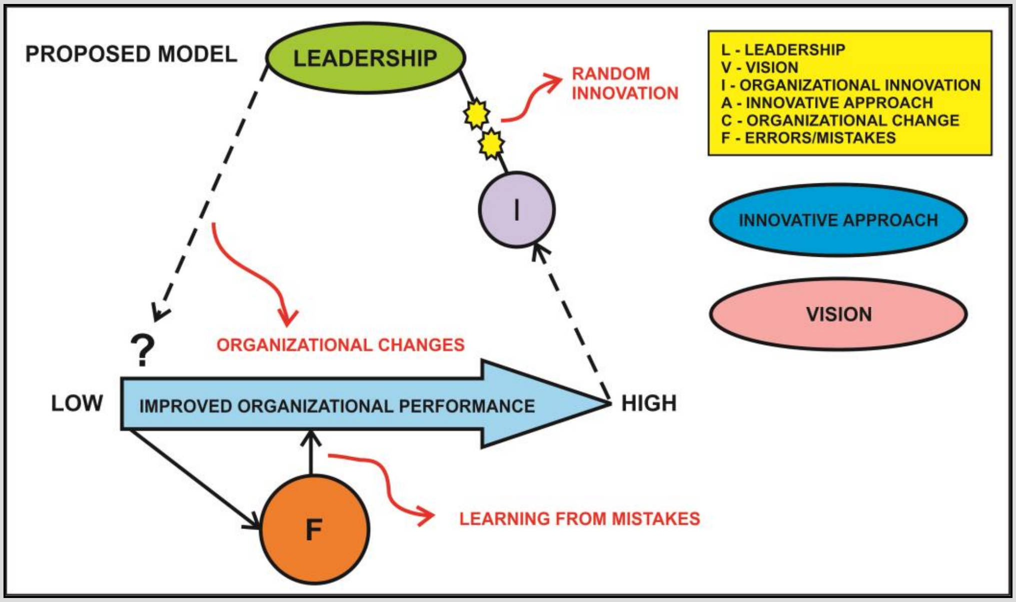

Figure 1. Optimal leadership model

The proposed model shown in Figure 1 is the result of an analysis of the available literature in the field of leadership. The schematic representation of the model is based mainly on perceptions, together with logical inference, created by study and inspired by the analysis of scientific literature and journals. This model points to the phenomenon of organizational transformation from the point of view of leadership ability and their role. Model design assumes that the organization seeks change for success, development, and sustainability. Believing in the proposed model, and considering leadership and its role in the company as a starting point (L), and the destination as a successfully transformed company or its change with a high level of organizational performance, applying organizational innovation (I). Between these two end points, there is a possibility of failure of the chosen leadership style, application of innovations and successful, simple and efficient transformation of the company (F). This is the general format of the proposed model as a result of how the process of organizational change/transformation of the company is observed after reviewing the related literature. The success of the proposed model can be analyzed on the basis of two characteristics: "vision" (V) and "innovative approach" (A). The proposed model is flexible and open to further research. We hope that researchers and scientists can make this model more interesting and fruitful by adding and introducing other features through which the relationship between leadership and successful organizational transformation of a company can be explored.

Conclusion and future research

The focus of the research was on connecting leadership and business transformation. It can be concluded that the successful and efficient transformation of the company is conditioned by the choice of a certain model of leadership, and that the company would remain competitive and efficient in its work requires continuous transformation. Based on the analyzed literature, it is concluded that the transformation of the company may involve radical, incremental, continuous changes, reengineering or profound structural changes, although in most cases the changes are of a combined type of the above forms. The process of enterprise transformation takes place under the influence of the environment, and very often provides the best opportunities for the growth and development of the company. The planned transformation of the company requires that leaders as agents of the change process, by applying a certain leadership style, work in teams with employees with continuous adjustment. The leadership approach to change management reflects the way a leader thinks and his ability to lead transformation and manage resistance to change in the company by becoming more aware of the dynamics of transformation at the human and process level. The leader must also be competent in the process of transforming the company, facilitating adaptation to processes, teaching employees, consolidating short-term winning achievements to ensure that individuals within the company accept change and progress towards long-term goals. Distributed leadership and the transformation of change management in the enterprise are studied by researchers and practitioners. However, the proposed model explores the way in which distributed leadership initiatives and enterprise transformations intersect and interact, where the outcomes of this intersection can lead to an understanding of what is called network leadership. Distributed leadership leads to the conclusion that different leaders take leadership roles in teams by forming a network of leaders in different situations and circumstances, depending on the status of the enterprise transformation initiative. Thus, distributed leadership emphasizes the importance of having an appropriate leader in a situation that that leader could fulfill regardless of his order and organizational chain of command, where organizational transformation emphasizes the importance of leadership in general. This intersection between distributed leadership and enterprise transformation involves a number of leaders involved in the enterprise transformation initiative. As these leaders have different leadership roles and positions, together they form a network of leaders. The research results support the available literature on the benefits and importance of networks within organizations, especially when those networks were built before a business problem. This theoretical research finds sources that suggest that individuals, especially those with influential positions, are able to influence the architecture of the networks that surround them, manage the matrix and use it, instead of leaving it to the process. The theory of leadership, the theory of enterprise transformation as well as the intersection of these two theories were analyzed. The golden mean between the theory of leadership and the theory of enterprise transformation is observed from a socio-scientific point of view in order to establish a connection within the enterprise and transformation initiatives. The analysis of the available literature on company transformations and leadership theory confirmed the diversity and the most important elements of these areas. Future research could focus on analyzing the performance of the proposed conceptual model of leadership style and its analysis based on actual data that could subsequently confirm the solid findings of this research. Researchers can build on the proposed conceptual model by including different types of leadership theories. In the following, it would be interesting to explore the model based on other and more numerous scenarios, together with case studies and observations from the literature review.

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SUPERVIZIJA KOT METODA UČENJA, STROKOVNE PODPORE, PROFESIONALNEGA IN OSEBNOSTNEGA RAZVOJA ZA POSAMEZNIKA IN KOLEKTIV

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Povzetek: *Članek utemeljuje pomen supervizije pri profesionalnem in osebnostnem razvoju strokovnega delavca, osvetljuje vidike, cilje in namene, ki jih supervizija zasleduje in dosega tako glede posameznika kot tudi za kolektiv. Poklici pomoči sodijo v skupino, za katero obstajajo številni ogrožajoči dejavniki za nastop izgorelosti. Supervizija je zato v članku predstavljena tudi kot dragocena metoda, ki predstavlja podporo strokovnemu delavcu pri soočanju s stresom in varovalo pred izgorelostjo.*
Članek sloni na delih relevantnih avtorjev z obravnavanega področja in izpostavlja skrb za razvijanje in ohranjanje strokovne kompetentnosti in avtonomnosti, razumevanje strokovnega delavca z usmerjanjem v samoreflektiranje in samostojno iskanje rešitev, nujnost zadovoljstva in povezanosti v odnosih na delovnem mestu za korektno in učinkovito sodelovanje v dobro uporabnika in doprinosa k stroki.

Ključne besede*: supervizija, poklici pomoči, poklicna kompetentnost, strokovni delavec, kolektiv.*

SUPERVISION AS A METHOD OF LEARNING, EXPERT SUPPORT, PROFESSIONAL AND PERSONAL DEVELOPMENT FOR INDIVIDUALS AND COLLECTIVES

Expanded Abstract: *This article is establishing the importance of supervision in the professional and personal development of the professional, highlights the aspects, aims and purposes which supervision pursues and achieves with regard to both the individual and the collective. The helping professions belong to a group where there are a number of risk factors in respect of burnout. Supervision is therefore presented in this article also as a valuable method of support for the practitioner in coping with stress and as a safeguard against burnout.*
The article is based on the work of relevant authors in the field and highlights the need to develop and maintain professional competence and autonomy, understanding the professional by focusing on self-reflection and independent search for solutions, and the necessity of satisfaction and connection in workplace relationships for correct and effective cooperation for the benefit of the user and the contribution to the profession.

Keywords: *supervision, helping professions, professional competence, practitioner, collective.*

[1] Izredna profesorica, supervizorka SZS in psihoterapevtka realitetne terapije z evropsko diplomo iz psihoterapije

Uvod: specifičnosti poklicev pomoči in potreba po superviziji

Strokovni delavci v poklicih pomoči delujejo na področjih, ki zahtevajo veliko mero empatije, pogosto so v situacijah, kjer je prisotna negotovost, kako ravnati (Kobolt, 2010), vstopajo v nepredvidljive situacije in odnose z različnimi ljudmi, ki pričakujejo določeno pomoč, kar zahteva stalno pripravljenost in prilagodljivost za reševanje situacij in stisk v danem trenutku (Fengler, 2007). Soočajo se s sprejemanjem pomembnih odločitev, z veliko mero odgovornosti, čustvene dovzetnosti in tudi lastne ranljivosti. Prizadevajo si opolnomočiti posameznike in družine, pri tem pa so tudi sami izpostavljeni tveganju stresa in drugim ogrožajočim dejavnikom za nastop izgorelosti.

Situacija nudenja pomoči zahteva, »da strokovni delavec deluje na več nivojih hkrati; pri tem se strokovni, osebni, odnosni, institucionalni in drugi vidiki med seboj prepletajo in neredko med seboj celo interferirajo« (Kobolt in Žorga, 2000: 122). Negotovi izidi situacij lahko pripomorejo k negotovosti strokovnega delavca o lastnem strokovnem pristopu, k psihičnim obremenitvam, ki jih lahko spremljajo občutki krivde (Kobolt, 2010), zlasti če zmotno »pričakujejo, da storitev nudenja pomoči vedno vodi do pričakovanega rezultata« (Kobolt, 2010: 253). Zaradi osebne predanosti svojemu delu, neuspeh pripisujejo lastnemu delovanju. In ravno prevelika in nerealistična pričakovanja strokovnjakov, kot utemeljuje Wilkins (1997), lahko vodijo do povečanega stresa na delovnem mestu.
Možne stresogene faktorje v poklicih pomoči je Fengler (2007) strnil v pet skupin, pri tem pa izhajal iz treh skupin izvorov stresa - osebnostne značilnosti, dejavniki v delovnem okolju in dejavniki zunaj delovnega okolja. Težave lahko izhajajo iz določenih izhodiščnih biografskih pogojev posameznika – težave zaradi identifikacije in z distanco do uporabnika, ideal nudenja pomoči ipd.; obremenitev s strani uporabnikov; obremenitev v timu – prevelik/premajhen tim, odsotnost stika in podpore v timu, rivalstvo, neuspešnost tima; in s strani institucije – pomanjkanje osebja, preveliko število uporabnikov, izostanek institucionalne podpore, institucionalni konflikti vlog, odsotnost supervizije.
Kobolt (2010) navaja vrsto glavnih razlogov, zaradi katerih se tim običajno odloči za supervizijo, in sicer so to premajhna učinkovitost tima, kot jo doživljajo njegovi člani; konflikti in nasprotja v delovni skupini, za katere člani menijo, da jih sami ne bodo zmogli premostiti ali razrešiti; nesporazumi in konflikti med vodjo in člani delovne skupine; nejasne meje kompetentnosti in moči v delovni skupini; pretirana tekmovalnost med člani skupine, ki ne prispeva k zadovoljivim delovnim rezultatom; nespodbudna klima v delovni skupini; člani skupine menijo, da bi bilo treba izboljšati medosebne odnose v skupini.

V kontekstu paliativne oskrbe, se ob osredotočenosti na uporabnika in družino, izpostavlja tudi sočutna skrb, ki pogosto povzroči utrujenost, razdražljivost, pomanjkanje veselja, občutka nemoči, zmanjšane zmožnosti sočutja in preobremenjenost strokovnega delavca z zaznano travmo. Sočutna utrujenost se pojavi, ko so strokovnjaki izpostavljeni ponavljajočim se empatičnim srečanjem, ki imajo lahko travmatičen vpliv in kontratransferno reakcijo. Strokovnjaki za paliativno oskrbo so zato izpostavljeni velikemu tveganju za izgorelost (Thornberry, Roeland in Mitchell, 2014).
Proces spoprijemanja s stresom in lastne krepitve moči poteka, glede na izvor, na ravni posameznika in ravni institucije. Med slednje avtorji (Cohen in Laufer, 1999; Kobolt in Žorga, 2000; Fengler, 2007; Duckert in Kyte, 2016 in drugi) med drugim umeščajo tudi supervizijo, »obliko strokovne pomoči oz. podpore, ki omogoča vpogled v lastno delovanje in spodbudi razmišljanje, kako bi nekdo svoje delo lahko opravil bolj učinkovito in manj stresno.« (Kobolt, 2010, str. 60). Žorga (1997) izpostavi pomembno vlogo supervizije pri preprečevanju mentalno-higienskih težav, ki se lahko pojavijo pri opravljanju poklicev, kjer je intenzivni odnos z ljudmi temeljna prvina. Prav tako povzema tudi Rupar (2014), ki navaja ugotovitve domačih in tujih proučevalcev supervizije (Rupar, 2002; Klemenčič Rozman, 2010; Hawkins in Shohet, 1992; Hawkins in Smith, 2006, v Rupar, 2014), da je poleg učenja supervizija pomembna tudi za razbremenjevanje napetosti in stresa.
Pregled nekaterih študij relevantnih avtorjev z obravnavanega področja izkazuje namen supervizije, njeno učinkovitost in obenem potrebo po nujnem vključevanju te nepogrešljive metode za doseganje dobre prakse in koristi zaposlenih. Poleg socialnovarstvenega področja, svetovalne in psihoterapevtske dejavnosti, tudi na pedagoškem in zdravstvenem področju.
Številne sodobne tuje raziskave potrjujejo pozitivne učinke supervizije pri šolskih svetovalnih delavcih (Borders in Usher, 1992; McMahon in Solas; 1996; Paisley in Borders, 1995; Page, Pietrzak in Sutton, 2001; Roberts in Borders, 1994; Sutton in Page, 1994; Benshoff in Paisley, 1996; Crutchfield in Borders, 1997; Henderson in Lampe, 1992; Huebner, 1993; Herlihy in drugi, 2002; Peace, 1995; Haynes, Corey in Moulton, 2003) in obenem ugotavljajo, da supervizija ni razširjena med učitelji, vzgojitelji in šolskimi svetovalnimi delavci, kljub temu da ti izražajo potrebo po superviziji (Mok in Staub, 2021; Agnew, Vaught, Getz in Fortune, 2000; Çoban, 2004; Borders, 1991).
V šolskem okolju je cilj supervizije pomoč pri reflektiranju lastne prakse, izboljšanje samopodobe in profesionalnih kompetenc ter izboljšanje procesa evalvacije. Preko supervizije lahko spremljamo in spodbujamo poklicni razvoj pedagoških delavcev, saj ta ponuja možnost izkustvenega učenja in učenja reševanja problemov, ki strokovne delavce spodbuja k večji kompetentnosti in strokovni avtonomiji (Bezić idr., 2003).
Vključevanje supervizije na področje zdravstvene nege je počasen proces, tudi na Nizozemskem, kjer se je na področju socialnega in pedagoškega dela supervizija uveljavila že tri desetletja prej (Butterworth idr., 1998). Zlasti se je supervizija izkazala kot pomembna pri

podpori medicinskim sestram z vidika izboljšanja kakovosti, obvladovanja tveganj in obvladovanja uspešnosti in sistema odgovornosti, navaja članek Clinical supervision in the workplace (2002). »Namen supervizije je zagotoviti varno in zaupno okolje za osebje, da razmišlja in razpravlja o njihovem delu ter njihovem osebnem in poklicnem odzivu na svoje delo. Poudarek je na podpori osebju pri njihovem osebnem in strokovnem razvoju ter razmišljanju o njihovi praksi" (prav tam: 3).
Študije kažejo, da supervizija vrednoti in omogoča razvoj strokovnih in praktičnih znanj, zagotavlja lajšanje čustvenega in osebnega stresa, pomaga medicinskim sestram pri učinkovitem delu; pomaga pridobiti informacije in vpoglede ter spodbuja refleksivno prakso; spodbuja poklicno in osebnostno rast; je del vseživljenjskega učenja; je sestavni del kliničnega upravljanja in je pomoč pri izboljšanju standardov in kakovosti zdravstvene nege (Sobelman, 2008).
Avtorji Thornberry, Roeland in Mitchell (2014) predstavljajo študijo, ki so jo s področja paliative izvedli v okviru univerze leta 2011. Proučevanje korelacije med zadovoljstvom s sočutjem in utrujenostjo od sočutja, v skupinski superviziji kolektiva za paliativno oskrbo, je pokazalo povečanje samozavedanja članov tima, ki vodi do večjega zadovoljstva pri delu, izboljšuje dinamiko ekipe in zmanjša sočutno utrujenost. Na podlagi pridobljenih rezultatov so avtorji opredelili supervizijo kot orodje za preprečevanje sočutne utrujenosti strokovnjakov za paliativno oskrbo.
Ugotovitve študij glede stresa v povezavi s supervizijo so enotne, da vključitev v supervizijo negativno korelira z zaznanim stresom (Culbreth idr., 2005). Prav tako ugotavljajo karierno zadovoljstvo, občutke visoke samoučinkovitosti (Baggerly in Osborn, 2006) in pozitivno povezovanje z boljšimi resursi za soočanje (Lawrence, 2017).

Poklicna kompetentnost in krepitev profesionalne in osebne identitete strokovnega delavca v procesu supervizije

Supervizija je instrument, s pomočjo katerega se strokovni delavec nauči stalno ozaveščati svoje delovanje in s samorefleksijo graditi poklicno kompetentnost in profesionalno identiteto.
Rekonstrukcija lastnega konkretnega primera oziroma izkustveno učenje v procesu supervizije omogoči ozaveščanje lastnih načinov delovanja, kar vodi k bolj nadzorovanemu in strokovnemu delu (Žorga, 1997), k povečanju zaupanja v lastne presoje, vpogleda v delo in suverenosti pri iskanju strokovne rešitve in razreševanja dilem.
Doseganje uspešnosti in zadovoljstva pri delu krepi motiviranost strokovnega delavca, da z učenjem in s stalnim samopresojanjem novih izkušenj nenehno razvija svoje kompetence.
»Sprotno reflektiranje lastnega dela, ozaveščanje lastnih mehanizmov identifikacije, transfera in odporov so nujno potrebni za prepoznavanje lastnega delovanja in so pogoj za oblikovanje občutka zadostne profesionalne kompetentnosti« navaja Poljak (2003: 75), in dodaja, da se identiteta zaposlenega v poklicih pomoči oblikuje tudi v stiku s klienti (prav tam).
Oblikovanje poklicne in profesionalne identitete je zajeto v vse razsežnosti supervizijskega procesa, saj metoda poklicne refleksije in poklicnega svetovanja sproži procese identifikacije s poklicem (prav tam: 72). Prav tako se tudi oblikovanje osebne identitete strokovnega delavca razvija s pomočjo supervizije, ki predstavlja prostor za razvijanje življenjske naravnanosti, osebne drže, ki jo prenašamo tudi na profesionalno področje.
Pri tem je pomembna spretnost asertivno vedenje, ki jo strokovni delavec potrebuje, da bi lahko bil uspešni zagovornik uporabnikov in bi obenem zmanjšal tveganje za stres in izgorelost, ki ju povzročajo frustracije zaradi nizke samozavesti (Zaviršek, Zorn in Videmšek, 2002). Spodbujanje in učenje asertivnosti sta v socialnem delu pomembna tudi za uporabnike, ki se zaradi občutkov nizke vrednosti težko postavijo zase in za svoje pravice (prav tam).
Reflektiranje in razmejevanje odgovornosti strokovnega delavca od odgovornosti uporabnika znotraj situacije, v superviziji, krepi občutek kompetentnosti strokovnega delavca in utrjuje prepričanje, da deluje strokovno dobro in učinkovito.
Razvijanje osebne in poklicne identitete vključuje nenehno delo na sebi, samoizpraševanje, soočanje z morebitnimi predsodki, odpori, tudi s strahovi, ki zahtevajo preoblikovanje identitete, da bi lahko ravnali strokovno in oblikovali profesionalno identiteto. Kot navaja Klemenčič Rozman (2010), je skozi refleksijo, bistveni del izkustvenega učenja v superviziji in ključen metodični element v superviziji, omogočeno spoznavanje lastnih neizgovorjenih teorij, stališč in predsodkov. Reflektirati pomeni razmišljati, spoznavati in ob uvidu posledično spreminjati lastno delovanje pri strokovnem delu (prav tam). »Ustrezna supervizija omogoča strokovnemu delavcu integracijo tega, kar dela, občuti in misli, integracijo praktičnih izkušenj s teoretičnim znanjem, prenos teorije v prakso in učenje samostojnega izvajanja dela. Pri tem pa strokovni delavec ne raste le profesionalno, temveč se v celoti osebnostno razvija« (Žorga 2000: 260).
Ker je reflektiranje usmerjen in nadzorovan pogled v svoje delovanje, pomeni tudi postopno soočanje s svojo identiteto, saj ob tem strokovni delavec »nujno postane tudi sam predmet lastnega poklicnega reflektiranja« (Poljak, 2003: 79).
V superviziji strokovni delavec krepi tudi čustveno varnost, znotraj katere deluje in se sooča z izkušnjami, ki pogosto odražajo negotovost in nemoč. Ob varni in zaupni klimi postane supervizija prostor, kjer te izkušnje predeluje na zanj varen način, ob razumevanju in sprejemanju vseh udeleženih v supervizijskem procesu.
Strokovnjak na podlagi občutka varnosti izoblikuje pozitivno identiteto, okrepi občutek kompetentnosti, kar mu omogoči optimistično načrtovanje in motivacijo za izpolnjevanje zastavljenih nalog. Vse to prispeva h kakovosti dela, k stabilni organizaciji profesionalne identitete. Tako supervizija ponuja strokovnemu delavcu možnost, da preučuje probleme, povezane s poklicno preobremenjenostjo, in

sodeluje pri preoblikovanju strokovnega dela, saj z individualnimi izboljšavami dela posameznik vpliva na celotno podobo profila (Poljak, 2003).
Oblikovanje identitete krepi tudi skupinska pripadnost, ki se razvija in krepi tudi znotraj supervizije. Povezanost kolegov strokovnih delavcev poteka v superviziji ob medsebojnem učenju, izmenjavi delovnih izkušenj, pomembnih spoznanj in informacij ter prenosu znanja. Vzpostavljajo in ohranjajo se delovni odnosi, določajo skupni delovni cilji in oblikuje se poklicno poslanstvo, priča smo širjenju mreže, krepitvi pripadnosti in sprejetosti med kolegi in v okolju.
Supervizija predstavlja za vse udeležene učinkovito priložnost za razvijanje zadovoljujočih načinov tešenja temeljnih psihičnih potreb, in s tem doseganje zadovoljstva in krepitev dobrega duševnega zdravja (Podgornik, 2010).

Supervizija v skrbi za strokovnega delavca in kolektiv

Supervizijski proces

V razmisleku o vlogi supervizije v skrbi za posameznika in kolektiv izhajamo iz njenih osnovnih funkcij. Poleg edukativne, podporne in vodstvene oz. administrativne (Kobolt in Žorga, 2000; Ajduković in Cajvert, 2004; Tsui, 2005; Akhurst in Kelly, 2006; Kadushin in Harkness, 2014), navajamo tudi mediacijsko funkcijo, saj supervizor nastopa kot mediator med zaposlenimi ter vodstvom (Morrison, 2001, v Beddoe, 2010). Ming-sum predlaga, da je podpora, čustvena in praktična, najpomembnejša funkcija, in se pri tem nanaša na raziskavo, ki je pokazala, da lahko podpora, ki jo nudi supervizor, zmanjša psihološki stres socialnih delavcev in posledično preprečuje izgorelost in nezadovoljstvo pri delu. Kljub temu zaključuje, da je krovni cilj supervizije spremljanje delovne uspešnosti strokovnih delavcev oz. delovnega procesa, saj sta lahko »izid in intervencija manj pomembna od tega, kako se proces razvija« (Ming-sum, 2005: 17). Podporna ali restorativna funkcija supervizije predstavlja ozaveščanje in evalvacijo emocionalnega in kognitivnega odzivanja strokovnega delavca pri delu s svetovancem (Kobolt in Žorga, 2000) in mu pomaga ohranjati motivacijo in predanost, razreševati morebitna nezadovoljstva in ublažiti stres, ki je povezan z delom, in tveganje za izgorelost (Kadushin in Harkness, 2014).
Vodstvena, normativna oziroma administrativna funkcija supervizije zajema koordinacijo, usmerjanje in zagotavljanje virov, ki delavcem omogočajo učinkovito opravljanje dela in skrb za delovno okolje, ter vključuje tudi evalvacijo supervizantovega dela (prav tam), s čimer zagotavlja nadzor kakovosti dela (Kobolt in Žorga, 2000).
Prav tako omogoča posamezniku bolj učinkovito izvajanje evalvacije lastnega dela edukativna funkcija supervizije (Kadushin in Harkness, 2014). Poleg pridobljenega znanja in spretnosti, je učenje usmerjeno na supervizantove potrebe in na specifične primere iz njegove prakse ter vključuje pomoč pri procesu prenosa novega znanja v praktično izvajanje naučenega (prav tam).
Kot pomembno funkcijo supervizije Žvelc (2015) izpostavlja tudi regulacijo. Študija, ki jo navaja, kaže, da supervizanti pogosto pridejo do supervizije razburjeni – z nepredelanimi čustvi, ki pogosto izvirajo iz psihoterapevtskega dela. Med učinkovito supervizijo se njihova čustva predelajo, njihova samopodoba in samokompetentnost se ponovno vzpostavita, navaja avtor in izpostavlja, da je sicer regulacija povezana s podporno funkcijo, ni pa enaka, saj vpliva predvsem na našo kakovost prisotnosti.
V razpravi o superviziji v skrbi za posameznika in kolektiv se lahko opremo tudi na ključne modele supervizije. Po behaviorističnem modelu temelji supervizija na analizi konkretne situacije in iskanju novih načinov vedenja. Z razumevanjem uporabnikovih vedenj, se supervizant uči novih vedenjskih vzorcev (Barker, 1995), učinkovitejših za uporabnika in zanj v vlogi strokovnega delavca. Psihoanalitični model supervizije temelji na izkušnji. Usmerjen je v analizo transferja in kontratransferja, čustev in doživljanja. Supervizija je usmerjena na suport supervizantu pri razumevanju svojih čustev, ki lahko blokirajo njegov odnos do uporabnika. Usmerjena je tudi v to, da strokovni delavec razume uporabnikova čustva in mu lahko nudi potreben suport v procesu razreševanja notranjih konfliktov (prav tam).
Z odnosom in usmeritvijo na "tukaj in zdaj" humanistično usmerjeni teoretični koncepti narekujejo supervizijo usmerjeno k strokovnemu delavcu. Skladno s humanističnim modelom je supervizija usmerjena v potrebe strokovnjaka, v razumevanje in upoštevanje njegovih čustev in stisk, s katerimi se pri delu sooča. Supervizijski proces je namenjen nudenju suporta, novih spoznanj in učenja na varen in nedirektiven način. Supervizija je usmerjena v razvoj strokovnjaka, k razvijanju profesionalne vloge, da bo lahko podpiral razvoj uporabnika (prav tam). Humanistični model je prisoten v številnih svetovalnih in terapevtskih pristopih, ki so tudi pri nas pomembno uveljavljeni in predstavljajo doktrino dela tudi v supervizijski praksi.
Na področju poklicev pomoči se je zelo razvil tudi koncept sistemskega pristopa, ki poudarja pomen odnosov med posamezniki, skupinami, organizacijami ali skupnostmi in splošnimi dejavniki v okolju (prav tam). Za supervizijo sistemskega modela je značilno, da je didaktična, supervizor pogosto neposredno ali pa posredno spremlja delo supervizanta in ga usmerja v aktivnosti za spreminjanje sistemov (prav tam).
Žorga (1997, 2007) ugotavlja, da skozi supervizijski proces zaposleni prejemajo podporo kolegov, si izmenjujejo delovne izkušnje in analizirajo težave z različnih zornih kotov, s čimer se učijo in hkrati evalvirajo načine lastnega delovanja. Tako razvijajo sposobnost dojemanja situacij s stališča drugih in hkrati širijo njihovo strokovno usposobljenost. Izkušnje in znanje, ki jih pridobijo med supervizijo, se bodo odražale v njihovem zasebnem in poklicnem življenju. Kar nekaj ugotovitev raziskav namreč kaže, kot povzema Žorga (2007), da mnogi udeleženci supervizije najpomembnejši rezultat supervizijskega procesa prepoznajo prav v rasti in razvoju njihovih osebnostnih kompetenc.

Supervizija zahteva supervizantovo pozornost do procesa, zaupanje in pripravljenost za raziskovanje lastnih čustev v vlogi strokovnega delavca. Pomembno vlogo ima tudi pri varovanju strokovnih delavcev v procesu, ki jim lahko pomaga obvladovati svoja čustva in negotovosti. Napetosti, do katerih pride na stičišču osebnega in strokovnega, so neizogibne (Boddeo, 2010).

V tem pogledu je po mnenju Alschulerja in sodelavcev (2015) eden od pomembnih konceptov, ki se nanaša na supervizijo in perspektivo učinkovitosti, koncept krepitve moči, kar pomeni krepitev sposobnosti za prepoznavanje in uporabo virov v sebi in v svojem okolju. »V skupinski superviziji supervizant ne le dostopa do svojih sposobnosti za razmislek o lastni praksi, ampak svoje sposobnosti uporablja tudi za pomoč svojim vrstnikom, kar je lahko opolnomočena izkušnja« (Alschuler idr., 2015: 42). Kot drugi koncept v perspektivi prednosti in učinkovitosti, ki velja za supervizijo skupine, avtor navaja koncept vzdržljivosti. »Vzdržljivost združuje mojstrstvo in fleksibilnost, nanjo pa ne vplivajo samo individualni atributi, temveč tudi družbeni in medosebni dejavniki. Vendar pa vzdržljivost ni povezana le z osebnostjo posameznika ali socialno podporo drugih, ampak se nanaša tudi na vzajemnost in skupne izkušnje. Vzdržljivost ima komponento refleksije, ki se osredotoča na osebo v okolju, ko supervizant preučuje vpliv dela na sebe. Tako je vzdržljivost večdimenzionalni koncept in ga lahko podprejo drugi, osebno ali poklicno. Preko te podpore se lahko supervizanti naučijo spretnosti obvladovanja in reševanja problemov, usmerjenega v naloge. Poleg tega je vzdržljivost tudi koncept, ki vključuje raznolikost izkušenj, saj člani skupine delijo svoje različne metode obvladovanja in reševanja problemov« (prav tam: 42–43).

S konceptom vzdržljivosti je tesno povezana tudi samoučinkovitost, meni Alschuler. »Raziskave so pokazale, da je visoka samoučinkovitost povezana s človekovo sposobnostjo rasti in učenja, zlasti kot odziv na čustveno zahtevne situacije. S podporo kolegov in supervizorja skupine lahko strokovni delavec doseže bolj pozitiven občutek zase, kar lahko vpliva na njegovo odprtost za učenje in njegov razvoj kot strokovnjaka. Samoučinkovitost je povezana s kakovostjo in naravo podpore, ki jo posamezniki prejemajo od supervizorjev in kolegov (prav tam).
S samoučinkovitostjo se krepita za posameznika zelo pomembna zaupanje vase in zadovoljstvo. Proctor med številne možnosti učenja v superviziji dodaja tudi pomen podajanja in sprejemanja povratne informacije, ko skupina spodbuja člane, da se naučijo zaupati lastnemu dojemanju, hkrati pa so odprti in dovzetni za različne poglede. »Čustveno zavedanje in samoevalvacija temeljita na natančnih in raznolikih povratnih informacijah. Seveda je to na voljo samo v skupinah, zasnovanih tako, da so dovolj varne in člani izražajo pripadnost (Proctor, 2000). Pristop podprt z vzdušjem zaupanja in spodbude, pri strokovnem delavcu motivira osebne spremembe. Jasna in pravočasna povratna informacija o delu ter podpora pri prizadevanjih, da bi se izboljšali, pa daje strokovnim delavcem občutek, da lahko nadzirajo svojo poklicno prihodnost in učinkovitost (Žorga, 1997).

Supervizija je tudi prostor za opredelitev ciljev posameznika in kolektiva, je priložnost za dogovarjanje o ciljih in organizaciji dela, delitvi delovnih nalog, in tudi priložnost za razvijanje komunikacijskih veščin, spretnosti interakcije, učinkovitega reševanja konfliktov in ravnanja v dobro odnosov.

Vpliv skupinskega procesa spodbudi občutek za timsko kohezijo, lahko razširi spretnosti in znanja članov skupine ter poveča nabor možnosti in idej, kar lahko pripomore tudi k razvoju bolj inovativnih praks (Kettle, 2015).

Vec, Rupnik Vec in Žorga (2014) opozarjajo, da lahko pretirana strokovna specializacija hitro privede do zožitve strokovne perspektive ter do vedno večje togosti in vse bolj rutinskega delovnega obstoja. Posledica tega je, da se posameznikovo strokovno znanje v praksi potisne v ozadje, s tem pa je reflektiranje o tem, kaj dejansko počne, manjše. Tako še pogosteje prihaja do ponavljanja istih napak in selektivnega spregledovanja tistih dejstev, ki se ne ujemajo s praktičnim znanjem, vse to pa lahko vodi v sindrom izgorelosti. Ravno razmislek, ki ga zagotavlja supervizijski proces, lahko pomaga preprečiti te negativne posledice specializacije. »Supervizijski proces, ki bi ga lahko poimenovali tudi »odsevni« proces, nam omogoča, da znova izkusimo negotovost in edinstveno naravo situacij, s čimer imamo priložnost, da jim damo nove pomene in najdemo nov izziv pri svojem delu« (Vec, Rupnik Vec in Žorga, 2014: 107–108).

Supervizija tima je lahko usmerjena na analizo poklicnih primerov in vključuje obravnavo konkretnega dela s svetovanci oz. z uporabniki; lahko je kot skupinsko-dinamično izkustvena supervizija usmerjena v analizo konkretnih dinamskih procesov v timu z namenom odpravljanja ovir in konfliktov, ki se pojavljajo med člani tima; lahko pa je supervizija s poudarkom na analizi delovanja ustanove in je usmerjena v analizo posameznih vlog znotraj tima in razmejitve vlog tima v odnosu do institucije (Kersting in Krapohl, 1994, v Kobolt, 1999).

Pečjak in Košir (2012) opredeljujeta tri ravni supervizije tima, na katerih mora le-ta delovati. Izpraševanje in presojanje poteka na ravni:

- *Posameznika* – Kako se posamezni član počuti v timu? Kako vidi svojo vlogo in svoj prispevek k skupnemu cilju? Kakšen odnos imajo do njega drugi člani tima in kakšen je njegov odnos do drugih?
- *Procesov v skupini* – Izhodiščno vprašanje je: Kako deluje tim kot celota? Ali so doseženi cilji, ki so si jih zastavili? Kateri skupinski procesi se odvijajo v skupini? Kako se člani skupine počutijo? Kje v skupini so zastoji? Ali se in kje se pojavljajo problemi? Kakšni posegi so potrebni, da jih razrešijo?

- *Naloge tima* – Kako jasno so definirane naloge in cilji tima? Ali so ti cilji skladni s »filozofijo« institucije, v kateri delajo člani tima? Ali bi jih kazalo preoblikovati in če, kako? (Pečjak in Košir, 2012: 259).

Supervizija spodbuja in uresničuje poklicni in osebnostni razvoj strokovnega delavca. Preko refleksije lastnih delovnih izkušenj v varnem okolju skupine kolegov in supervizorja se strokovni delavec uči novih vzorcev profesionalnega ravnanja. Skupno reševanje problemov in medsebojna izmenjava izkušenj, stališč in pogledov na veljavno strokovno doktrino in prakso pa mu nudijo tudi dragocene povratne informacije v zvezi z lastnim delom (Kobolt in Žorga, 2000).
Supervizija zagotavlja strukturiran pristop h globljemu razmišljanju o praksi, kar lahko vodi k izboljšavam v praksi in oskrbi uporabnikov storitev, ter prispeva k obvladovanju tveganj.

V zaupnem in varnem prostoru supervizije se v ospredje postavlja tudi reševanje konfliktov, učenje ravnanja s konflikti, razvijanje veščin, ki jih strokovni delavci učinkovito vnašajo v delovne odnose z uporabniki in s pomočjo supervizije prenesejo tudi v odnose s sodelavci.
Supervizija omogoča prostor, v katerem se lahko strokovni delavec osredotoči na morebitne težave pri delu ter preko lastne refleksije nauči novih veščin, vedenj in ustreznih načinov obvladovanja delovnih obremenitev.

Supervizijski odnos

Za uspešno supervizijo je ne glede na izbrani pristop in metodo ključnega pomena odnos med supervizorjem in supervizantom. Falender in Shafranske (2004) opredeljujeta supervizijski odnos kot čustveno vez, za katero so značilni spoštovanje, zaupanje in skrb, ki se razvijajo skozi proces, jasnost, transparentnost, integriteto in kontinuirano ter senzibilno podajanje povratnih informacij. Značaj in struktura odnosa vplivata na vse druge prvine supervizije, spremembe teh prvin pa prav tako vplivajo na odnos (prav tam).
Wilmot (2008) izpostavlja tudi dobro odnosno zavezništvo med supervizorjem in supervizantom, ki ga označuje predanost za doseganje ciljev oziroma omogočanje optimalnih pogojev za učenje in profesionalni razvoj. Na podlagi dobrega delovnega odnosa se gradi učinkovit učni proces v katerem supervizor integrira na osebo in na nalogo usmerjeno vedenje (Wilmot, 2008).
Edukativen, suportiven, spodbujevalen, ki povečuje in utrjuje vire, močne točke, izzivajoč, kolegialen supervizijski odnos (Hewson, 2008) omogoča, da se člani skupine počutijo sprejete, priznane, vplivajoče, spoštovane, razumljene, sprosti se kolektivna energija, člani lahko delajo svobodno, z namenom in kreativno (Proctor (2000).
Supervizanti imajo v skupini priložnost, da izkusijo skupinski proces, skupinski razvoj in skupinsko dinamiko, kar jim lahko neposredno koristi pri timskem delu in kakršni koli obliki svetovalnega skupinskega dela. Poleg tega je boljše razumevanje enega kompleksnega sistema zlahka prenosljivo na druge kompleksne sisteme – družine, organizacije, kulture – v katere bodo strokovni delavci svetovalci osebno in profesionalno vključeni (Proctor, 2000). Skupinsko razumevanje pomeni potencial za večjo spretnost pri učenju in/ali pripadnosti skupinam. Skupina spodbuja razvoj vodenja, uveljavljanja in dovzetnosti, ob povratnih informacijah se člani učijo fleksibilnosti, primernosti in vlog v skupini (prav tam).
Žvelc (2015) navaja za supervizante pomembne dogodke v superviziji, in jih znotraj sklopa dejavnosti supervizorja umesti v podkategorije, med drugim intervencije supervizorja, usmerjene v supervizanta in supervizijski odnos, izražanje empatije in uglašenosti; da supervizor potrjuje, podpira in pohvali supervizanta ter njegovo delo; normalizira, sprejema supervizantove izkušnje; raziskuje in interpretira kontratransferje, daje jasne povratne informacije. Strategije in intervencije supervizorjev, ki so jih supervizanti doživeli kot pomembne in učinkovite, Žvelc (prav tam) povzema tudi pomoč pri konceptualizaciji, usmerjanje, dajanje navodil in nasvetov, načrtovanje, učenje praktičnih veščin in tehnik, spodbujanje, raziskovanje novih idej in tehnik, učinkovito strukturiranje seanse, obravnavo osebnih vprašanj, regulacijo afekta in deljenje svoje izkušnje.
Supervizor mora biti tako usposobljen za širok razpon spretnosti in vlog, ki se nanašajo na model prakse. Supervizorjeve veščine morajo biti v skladu z uporabnikovimi storitvami, ki lahko predstavljajo širok nabor izzivov, supervizor pa pri tem prevzema različne vloge, vedno pa s svojim profesionalnim vedenjem in komunikacijo služi kot model za delovanje supervizanta (Kyte in Duckert, 2016).
Strokovnim delavcem nudi podporo predvsem z empatijo, z zaznavanjem čustev strokovnih delavcev in razumevanjem njihovih frustracij, ter s spretnostmi reševanja problemov (Eible, 2015). Pri tem pa velja krožnost dogajanja – cilji, ki so usmerjeni na supervizanta, posledično vodijo tudi do ciljev, ki se nanašajo na uporabnika, in do ciljev, ki se nanašajo na supervizorja. In obratno – cilji, ki se nanašajo na uporabnika in supervizorja, krožno vplivajo nazaj na razvoj supervizanta (Klemenčič Rozman, 2010).

Zaključek

Munson (2002) opredeli supervizijo kot most med izobraževanjem in prakso, saj meni, da se šele na podlagi refleksivne prakse strokovni delavci izoblikujejo kot dobri praktiki, in mora zato supervizija postati norma vsake sodelovalne prakse za kakovostno opravljanje strokovnega dela in hkrati norma, ki omogoča vseživljenjsko učenje in razvoj stroke.
Supervizija je pomemben del profesionalnega in osebnostnega razvoja strokovnih delavcev in dragocena metoda strokovnih delavcev v poklicih pomoči. Z usmerjanjem v samoreflektiranje in samostojno iskanje rešitev zvišuje strokovne spretnosti in znanja strokovnih delavcev, omogoča večjo delovno avtonomnost in zadovoljstvo. Prispeva k oblikovanju poklicne kompetentnosti in izgradnji

profesionalne identitete. Strokovnim delavcem nudi podporo pri soočanju s stresom in predstavlja pomembno varovalo pred izgorelostjo.

Negovanje strokovnosti, etičnosti in osebne naravnanosti je v poklicih pomoči nujnega pomena, da znamo in zmoremo razvijati in ohranjati profesionalno kompetentnost, strokovno avtonomnost, vedno znova postaviti v ospredje uporabnikovo dobro, obenem pa s samoreflektiranjem in presojanjem poglabljati razumevanje o sebi in znati skrbeti tudi zase in svoje duševno zdravje.

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