Revija za ekonomske in poslovne vede

Journal of Economic and Business Sciences

EB

Vol. **11** • No. **2** • **2024**

EB Vol. **11**, No. **2**, **2024**

REVIJA ZA EKONOMSKE IN POSLOVNE VEDE
Journal of Economic and Business Sciences

Izdajatelja *Publishers*
Univerza v Novem mestu Fakulteta za ekonomijo in informatiko
University of Novo mesto Faculty of Economics and Informatics
Univerza v Novem mestu Fakulteta za poslovne in upravne vede
University of Novo mesto Faculty of Business and Management Sciences

Glavni in odgovorni urednik *Editor-in-Chief*
Jasmina Starc

Tehniči urednik *Technical Editor*
Bojan Nose

Tajniška dela *Secretary*
Maša Bučar Šmajdek

Jezikovni pregled *Slovene-Language Editor*
Ensitra, Brigita Vogrinec Škraba s.p.
Jezikovni pregled angleških besedil *English-Language Editor*
Ensitra, Brigita Vogrinec Škraba s.p.

Naslov uredništva *Address of the Editorial Office*
EB - Revija za ekonomske in poslovne vede,
Na Loko 2, SI-8000 Novo mesto, Slovenija

Spletna stran revije *Website of the Journal*
http://www.eb-nm.si

Elektronski naslov *E-mail*
urednistvo@eb-nm.si, editorial.office@eb-nm.si

Naklada *Circulation*
100

Tisk *Printed by*
Tiskarna Cicero Begunje, d.o.o.

DOI
https://doi.org/10.55707/eb.v11i2

ISSN 2350-384X

Vol. **11** • No. **2** • **2024**

EB

Revija za ekonomske in poslovne vede
Journal of Economic and Business Sciences

VSEBINA CONTENTS

Dr. Srečko Devjak

Vpliv geopolitičnih razmer na finančni položaj držav G20

DOI: https://doi.org/10.55707/eb.v11i2.146

Izvirni znanstveni članek

UDK 339.92:061.1G20+911.3:32

KLJUČNE BESEDE: G-20, rusko-ukrajinski konflikt, makroekonomske spremenljivke, faktorska analiza, nehierarhično razvrščanje držav v skupine, finančna korist držav

POVZETEK – Februarja 2022 se je svetovna politična javnost spoprijela z izbruhom rusko-ukrajinskega konflikta, zaradi katerega so posamične države uvedle sankcije proti Rusiji, te sankcije pa so omejile in zato prizadele svetovno gospodarstvo. Cilj tega prispevka je analizirati spremembo finančnega položaja držav G-20 od začetka rusko-ukrajinskega konflikta do danes. V raziskavi bomo upoštevali vrednosti izbranih makroekonomskih spremenljivk konec leta 2021 in konec leta 2022. Države G-20 bomo v dve skupini razvrstili postopoma. Najprej bomo s pomočjo faktorske analize vse izbrane makroekonomske spremenljivke razvrstili v glavne skupne faktorje, ki bodo kazali sintetične makroekonomske lastnosti držav, nato pa bomo za vsak glavni skupni faktor izračunali razliko v vrednosti med letoma 2022 in 2021. Na podlagi izračunanih razlik bomo s pomočjo metode nehierarhičnega razvrščanja vse države G-20 razvrstili v prej opisani dve skupini držav. Nato bomo ugotavljali, katerim državam rusko-ukrajinski konflikt prinaša finančno korist in katerim prinaša finančno škodo.

Original scientific article

UDC 339.92:061.1G20+911.3:32

KEYWORDS: G20, Russian-Ukrainian conflict, macroeconomic variables, factor analysis, non-hierarchical clustering of countries, financial benefit of countries

ABSTRACT – In February 2022, the global political public faced with the outbreak of the Russian-Ukrainian conflict, which led to the imposition of sanctions against Russia by individual countries, and these sanctions limited and therefore affected the global economy. The aim of this paper is to analyze the change in the financial position of the G20 countries from the beginning of the Russian-Ukrainian conflict to the present. In the research, we will take into account the values of the selected macroeconomic variables at the end of 2021 and at the end of 2022. We will classify the G20 countries into two groups gradually. First, with the help of factor analysis, we will classify all selected macroeconomic variables into principal components that will show the synthetic macroeconomic characteristics of countries, and then we will calculate the difference in values between 2022 and 2021 for each principal component. Based on the calculated differences and with the method of non-hierarchical clustering, we will then classify all G20 countries into the two groups of countries described earlier. Then we will determine to which countries the Russian-Ukrainian conflict brings financial benefit, and to which countries the Russian-Ukrainian conflict brings financial damage

1 Uvod

V Rusiji je prisotnost geopolitičnega tveganja velika (Gainetdinova idr., 2024). Geopolitična tveganja predstavljajo vojne, teroristične napade, geopolitične grožnje, napetosti in motnje v gospodarskih odnosih (Caldara in Iacoviello, 2022). Konec februarja 2022 je Rusija začela vojaško operacijo v Ukrajini, zato štejemo, da se je takrat

Prejeto/Received: 25. 5. 2024
Sprejeto/Accepted: 16. 9. 2024

začel rusko-ukrajinski konflikt. Kot odgovor na začetek vojaške operacije Rusije v Ukrajini je Evropska unija (v nadaljevanju: EU) uvedla številne sankcije proti Rusiji, med njimi tudi gospodarske sankcije. EU je z uvedbo gospodarskih sankcij pričakoval, da bodo gospodarske sankcije oslabile finančno moč Rusije, manjša finančna moč pa naj bi ovirala zmožnost Rusije za nadaljevanje agresije (Svet Evropske unije, 2024). Na drugi strani so se številne države po svetu odločile, da bodo pomagale Ukrajini v vojni proti Rusiji na način, da ji bodo zagotovile vojaško pomoč. To pa lahko štejemo kot dodatno obliko gospodarskih sankcij, ki so jih države po svetu uvedle proti Rusiji.

Zaradi uvedenih gospodarskih sankcij se je spremenil obseg mednarodne menjave med Rusijo in njenimi zunanjetrgovinskimi partnericami ter med Ukrajino in njenimi zunanjetrgovinskimi partnericami. Med zunanjetrgovinske partnerice Ukrajine štejemo tudi vse tiste države, ki do začetka rusko-ukrajinskega konflikta niso bile zunanjetrgovinske partnerice Ukrajine, po začetku rusko-ukrajinskega konflikta pa so te države Ukrajini zagotovile vojaško pomoč. Zato je namen te raziskave analizirati spremembo finančnega položaja držav v skupini G-20 od začetka rusko-ukrajinskega konflikta do danes in posledično ugotoviti, pri katerih državah se je finančni položaj izboljšal in imajo zaradi rusko-ukrajinskega konflikta finančno korist in pri katerih državah se je finančni položaj poslabšal in imajo zaradi rusko-ukrajinskega konflikta finančno škodo.

Posledično lahko na začetku te raziskave postavimo naslednje raziskovalne hipoteze. Prva raziskovalna hipoteza je, da Rusija sodi v tisto skupino držav znotraj G-20, pri katerih se je finančni položaj od začetka rusko-ukrajinskega konflikta do danes najbolj poslabšal. Vsebinsko izhodišče za to hipotezo je dejstvo, da je EU uvedel gospodarske sankcije proti Rusiji z namenom, da bodo te zmanjšale finančno moč Rusije, manjša finančna moč pa naj bi oslabila zmožnost Rusije za nadaljevanje agresije (Svet Evropske unije, 2024). Druga raziskovalna hipoteza je, da se je od začetka rusko-ukrajinskega konflikta do danes finančni položaj Kitajske poslabšal v podobnem obsegu, kot se je poslabšal finančni položaj Rusije. Vsebinsko izhodišče za to hipotezo je dejstvo, da imata Rusija in Kitajska podobno politično stališče glede rusko-ukrajinskega konflikta. Tretja raziskovalna hipoteza je, da ima uvedba gospodarskih sankcij EU proti Rusiji negativne gospodarske posledice tudi za države članice EU. Tretja raziskovalna hipoteza ima svoje vsebinsko izhodišče v dejstvu, da je bila pred začetkom rusko-ukrajinskega konflikta in pred gospodarskimi sankcijami, ki jih je EU uvedel proti Rusiji, energetska odvisnost EU od Rusije visoka. Četrta raziskovalna hipoteza pa je, da sodijo ZDA v tisto skupino držav znotraj G-20, pri katerih se je finančni položaj od začetka rusko-ukrajinskega konflikta do danes najbolj izboljšal.

Pri testiranju statističnih hipotez, ki jih bomo oblikovali na podlagi predstavljenih raziskovalnih hipotez, bomo uporabili statistični programski paket IBM SPSS Statistic, različica 28.0.1.0 (142).

Rezultati te raziskave bodo v pomoč EU pa tudi državam članicam EU in državam članicam G-20 pri odločanju o sproščanju uvedenih gospodarskih sankcij proti Rusiji, pri odločanju o dobavi vojaške pomoči Ukrajini pa tudi pri odločanju o uvajanju morebitnih novih gospodarskih sankcij proti Rusiji. Rezultati te raziskave bodo v pomoč tudi podjetjem, ki imajo sedež v državah G-20 ali pa v državah EU, in sicer pri analiziranju in razumevanju gospodarskih posledic, ki jih morajo nositi zaradi uvedenih gospodarskih sankcij proti Rusiji. Posledično bodo rezultati te raziskave v pomoč gospodarskim interesnim združenjem v državah EU in G-20, ko bodo oblikovala strokovna izhodišča za sproščanje uvedenih gospodarskih sankcij proti Rusiji ali pa za uvajanje novih gospodarskih sankcij proti Rusiji. Poleg tega bodo rezultati te raziskave v pomoč tudi Evropski centralni banki pri vodenju monetarne politike, in sicer pri odločitvah o višini ključnih obrestnih mer, ki so odvisne od gospodarske aktivnosti v državah članicah, ta pa je odvisna od povratnega učinka, ki ga imajo gospodarske sankcije EU proti Rusiji nazaj na države članice EU.

Preostanek raziskovalnega poročila bo organiziran na naslednji način. Najprej bomo pregledali razpoložljivo literaturo, ki je relevantna za področje raziskave. Nato bomo predstavili kvantitativne metode, ki jih bomo uporabili pri testiranju vseh zastavljenih hipotez. Sledilo bo poglavje, v katerem bomo opisali podatke za raziskavo, nato pa bomo predstavili in pojasnili rezultate izračunov. V sklepnem delu bomo predstavili omejitve, ki so bile prisotne med raziskovanjem in ki so pomembne pri razumevanju in interpretiranju rezultatov raziskave, ter predstavili priložnosti za raziskovanje v prihodnosti.

2 Pregled literature

Število raziskav, ki analizirajo ekonomske posledice zaradi rusko-ukrajinskega konflikta, se povečuje. Te raziskave obravnavajo različne makroekonomske spremenljivke in analizirajo njihovo gibanje kot odziv na rusko-ukrajinski konflikt. Nekatere raziskave analizirajo odziv deviznih tečajev na rusko-ukrajinski konflikt (npr. Hossain idr., 2024), druge raziskujejo odziv delniških trgov na rusko-ukrajinski konflikt (npr. Bossman idr., 2023; Bossman in Gubareva, 2023; Boubaker idr., 2022; Bedowska - Sojka idr., 2022; Yousaf idr., 2022), tretje pa raziskujejo odziv blagovnih trgov na rusko-ukrajinski konflikt, med njimi trgov plemenitih kovin, trgov mineralov ter trgov hrane in kmetijskih pridelkov (npr. Alam idr., 2022; Shahzad idr., 2023).

Faktorska analiza je pojasnjena v Košmelj (1983). Če je z_j opazovana spremenljivka, pri čemer je *j=1,2,…,n*, če je F_i glavna komponenta, pri čemer je *i=1,2,…,m*, in če je a_{ji} faktorska utež, pri čemer je *i=1,2,…,m* in *j=1,2,…,n,* je model glavnih komponent mogoče zapisati z enačbo (Košmelj, 1983):

$$z_j = a_{j1} \cdot F_1 + a_{j2} \cdot F_2 + \cdots + a_{jm} \cdot F_m$$

Postopek razvrščanja v skupine in znotraj tega, metoda nehierarhičnega razvrščanja v skupine, pa je pojasnjena v Sharma (1996). Pri nehierarhičnem razvrščanju v skupine so enote razvrščanja razvrščene v k skupin, pri čemer mora biti število skupin znano vnaprej.

Algoritmi nehierarhičnega razvrščanja statističnih enot v skupine v splošnem vključujejo štiri korake (Sharma, 1996):

1. Izberi k skupin.
2. Vsako statistično enoto razvrsti v tisto skupino, ki ji je najbližja.
3. Prerazvrsti vsako statistično enoto v eno izmed k skupin glede na vnaprej določeno zaustavitveno pravilo.
4. Končaj postopek, če prerazvrstitev zadošča merilom v zaustavitvenem pravilu. Sicer se vrni na drugi korak zgoraj.

V tej raziskavi smo za izvedbo nehierarhičnega razvrščanja statističnih enot v skupine uporabili aplikacijo IBM SPSS Statistics, različica 28.0.1.0 (142). Ta aplikacija za nehierarhično razvrščanje statističnih enot v skupine uporablja algoritem, pri katerem so razdalje med enotami izračunane s pomočjo enostavne Evklidske razdalje. Evklidska razdalja med dvema točkama je dolžina daljice med obema točkama. Lahko se izračuna z uporabo Pitagorovega izreka, zato se občasno imenuje tudi Pitagorova razdalja. Če sta p in q dve točki v n-dimenzionalnem evklidskem prostoru, je razdalja med tema dvema točkama določena z naslednjo enačbo (Liberti in Lavor, 2017):

$$d(p,q) = d(q,p) = \sqrt{(q_1 - p_1)^2 + (q_2 - p_2)^2 + \cdots + (q_n - p_n)^2} = \sqrt{\sum_{i=1}^{n}(q_i - p_i)^2}$$

Pri tem je n število spremenljivk, ki jih uporabljamo pri razvrščanju statističnih enot v skupine.

Skaliranje spremenljivk je pomemben dejavnik. Če imajo spremenljivke različne enote, so lahko rezultati nehierarhičnega razvrščanja brez skaliranja zavajajoči. V takšnih primerih je potrebna standardizacija spremenljivk pred izvedbo nehierarhičnega razvrščanja v skupine. Algoritem, ki ga uporablja IBM SPSS Statistics, predpostavlja, da je bilo pred nehierarhičnim razvrščanjem enot v skupine izbranih ustrezno število skupin in vse ustrezne spremenljivke. V nasprotnem primeru so lahko rezultati zavajajoči (IBM, 2023). V našem primeru standardizacija makroekonomskih spremenljivk za nehierarhično razvrščanje držav G-20 v skupine ni bila potrebna, ker so bile vse izbrane makroekonomske spremenljivke definirane kot finančni kazalniki in tako kot relativna števila, zato standardizacija ni bila potrebna.

3 Podatki

V raziskavo smo vključili vse države, ki so vključene v skupino G-20; to so: Argentina, Avstralija, Brazilija, Kanada, Kitajska, Francija, Nemčija, Indija, Indonezija, Italija, Japonska, Mehika, Rusija, Savdska Arabija, južna Afrika, Južna Koreja, Turčija, Združeno kraljestvo, ZDA in Evropska unija (v nadaljevanju besedila: EU). Podatke za raziskavo smo črpali iz spletne baze podatkov World Economic Outlook

Database, ki jo upravlja Mednarodni denarni sklad (v nadaljevanju besedila: IMF). Iz te baze podatkov smo za vsako državo v skupini G-20 črpali podatke za pet različnih makroekonomskih spremenljivk, in sicer za realno stopnjo rasti BDP (v %), letno stopnjo inflacije (v %), realno spremembo v izvozu blaga in storitev (v %), stopnjo brezposelnosti (v %) in za delež bruto javnega dolga v BDP (v %). V spletni bazi podatkov IMF so vse makroekonomske spremenljivke razvrščene v šest skupin, in sicer v prvo skupino, ki vključuje makroekonomske spremenljivke o nacionalnih računih, druga skupina vključuje monetarne makroekonomske spremenljivke, tretja skupina vključuje zunanjetrgovinske makroekonomske spremenljivke, četrta skupina vključuje makroekonomske spremenljivke s trga dela, peta skupina vključuje makroekonomske spremenljivke iz javnih financ in šesta skupina vključuje makroekonomske spremenljivke iz plačilne bilance. V vsaki skupini makroekonomskih spremenljivk so na voljo absolutne in relativne makroekonomske spremenljivke. Zaradi lažje primerjave med državami G-20 smo pri izboru makroekonomskih spremenljivk za to raziskavo dali prednost relativnim makroekonomskim spremenljivkam. Za raziskavo smo izbrali po eno makroekonomsko spremenljivko iz vsake skupine, razen iz šeste skupine z makroekonomskimi spremenljivkami iz plačilne bilance. Iz te skupine makroekonomskih spremenljivk nismo izbrali nobene spremenljivke, zato ker so v tej skupini samo absolutne makroekonomske spremenljivke. Iz vseh preostalih skupin makroekonomskih spremenljivk pa smo izbrali po eno relativno makroekonomsko spremenljivko.

Iz prve skupine makroekonomskih spremenljivk o nacionalnih računih smo med vsemi razpoložljivimi makroekonomskimi spremenljivkami izbrali realno stopnjo rasti BDP (v %). Ta makroekonomska spremenljivka prikazuje realno (količinsko) spremembo v gospodarski aktivnosti v primerjavi s predhodnim letom. Zajema realno spremembo v količini proizvedenih izdelkov in tudi realno spremembo v količini opravljenih storitev, med količino opravljenih storitev pa sodijo tudi opravljene bančne storitve. Vse tiste države, ki jim rusko-ukrajinski konflikt prinaša finančno korist, bodo imele večjo gospodarsko aktivnost in zato posledično večjo realno stopnjo rasti BDP (v %).

Med vsemi monetarnimi makroekonomskimi spremenljivkami smo izbrali letno stopnjo inflacije (v %). Ta makroekonomska spremenljivka prikazuje relativno povišanje splošne ravni cen v državi (v %). Povečana inflacija je nezaželen ekonomski pojav, ki kaže na makroekonomsko neravnovesje v državi. Zato pričakujemo, da bodo imele vse tiste države, ki jim rusko-ukrajinski konflikt prinaša finančno korist, nižjo stopnjo inflacije.

Med zunanjetrgovinskimi makroekonomskimi spremenljivkami smo izbrali realno spremembo v izvozu blaga in storitev (v %), in sicer najprej zato, ker se ta makroekonomska spremenljivka nanaša na izvoz in kaže uspešnost države pri prodaji na mednarodnem trgu, to spremenljivko pa smo izbrali tudi zato, ker obsega izvoz blaga in tudi izvoz storitev; tako vključuje vse vrste dobrin, s katerimi se lahko trguje na mednarodnem trgu. Ta makroekonomska spremenljivka kaže relativno spremembo v volumnu izvoženega blaga in storitev, ki se nanaša na agregatno spremembo v količini izvoženih dobrin, pri tem pa vrste blaga in storitev ter njihove cene ostanejo nespremenjene. Tako pričakujemo, da bodo imele vse tiste države, ki jim rusko-ukrajinski konflikt prinaša finančno korist, višji volumen izvoženega blaga in storitev ter s tem večjo realno spremembo v izvozu blaga in storitev (v %).

Med makroekonomskimi spremenljivkami s trga dela smo izbrali stopnjo brezposelnosti (v %). Ta je med različnimi državami evidentirana različno. Države lahko stopnjo brezposelnosti poročajo skladno z lokalno definicijo, lahko jo poročajo skladno s harmonizirano definicijo Mednarodne delavske organizacije (angl. International Labour Organisation, v nadaljevanju besedila krajše: ILO) ali pa skladno z OECD harmonizirano definicijo. OECD harmonizirana definicija narekuje, da je stopnja brezposelnosti odstotek brezposelnih ljudi v primerjavi s številom delovno aktivnega prebivalstva. Delovno aktivno prebivalstvo pa je vsota števila zaposlenih ljudi in števila brezposelnih ljudi (OECD Main Economic Indicators, 2023). ILO pa definira brezposelne ljudi kot ljudi, ki trenutno sicer ne delajo, vendar so zmožni in pripravljeni delati, trenutno so na voljo za delo in aktivno iščejo delo (ILO, 2023). Pričakujemo, da bodo imele vse tiste države, ki jim rusko-ukrajinski konflikt prinaša finančno korist, nižjo stopnjo brezposelnosti.

Med javnofinančnimi makroekonomskimi spremenljivkami pa smo izbrali delež bruto javnega dolga v BDP (v %). Javni dolg obsega vse oblike obveznosti, ki jih ima država na opazovani časovni trenutek. To je kumulativna makroekonomska spremenljivka, ki kaže akumuliran dolg države do opazovanega časovnega trenutka. Pričakujemo, da bodo imele vse tiste države, ki jim rusko-ukrajinski konflikt prinaša finančno korist, manjši delež javnega dolga v BDP (v %).

Za naštete makroekonomske spremenljivke smo podatke črpali za konec leta 2021, ker je to najbližji konec leta glede na začetek rusko-ukrajinskega konflikta, in za konec 2022, ker so na ta konec leta na voljo zadnji razpoložljivi dejanski podatki. V raziskavi smo navadno uporabili dejanske podatke. Ocenjene podatke smo uporabili za konec leta 2022 pri tistih državah, pri katerih dejanski podatki med to raziskave še vedno niso bili na voljo. Dejanski podatki za leto 2022 med to raziskavo še vedno niso bili na voljo v Avstraliji za realno spremembo v izvozu blaga in storitev (v %) ter za delež bruto javnega dolga v BDP (v %), v Indiji za delež bruto javnega dolga v BDP (v %), na Japonskem za delež bruto javnega dolga v BDP (v %), v Mehiki za stopnjo brezposelnosti (v %) in v Združenem kraljestvu za stopnjo brezposelnosti (v %).

4 Model

Ker smo v raziskavo vključili pet različnih makroekonomskih spremenljivk, bomo najprej za vsako posebej izračunali opisne statistike. To bomo naredili za oba presečna trenutka, na katera se raziskava nanaša, tj. konec leta 2021 in konec leta 2022. Med opisnimi statistikami bomo izračunali aritmetično sredino, standardni odklon in koeficient variacije, da bi na tej osnovi lahko ugotovili, pri kateri izmed osnovnih spremenljivk lahko opazimo največjo variabilnost.

Tabela 1

Opisne statistike za izbrane makroekonomske spremenljivke

	Aritmetična sredina	Standardni odklon	Koeficient variacije (v %)
2021 Rast BDP (v %)	6.1	2.5	40.7
2021 Inflacija konec leta (v %)	8.8	12.7	143.9
2021 Volumen izvoza blaga in storitev (v % uvoza)	10.2	8.5	83.2
2021 Stopnja brezposelnosti (v %)	8.1	7.2	88.5
2021 Bruto javni dolg (v % BDP)	85.3	53.8	63.1
2022 Rast BDP (v %)	3.5	2.3	66.9
2022 inflacija konec leta (v %)	14.6	23.6	161.8
2022 Volumen izvoza blaga in storitev (v % uvoza)	6.0	7.2	120.0
2022 Stopnja brezposelnosti (in %)	6.9	7.0	101.5
2022 Bruto javni dolg (v % BDP)	83.4	54.6	65.4

Opomba: Lastni izračun z IBM SPSS Statistic.

Iz tabele z opisnimi statistikami lahko razberemo, da so se v letu 2021 države G-20 med seboj najbolj razlikovale po inflaciji konec leta, saj je koeficient variacije za to spremenljivko znašal kar 143,9 %. Tudi v letu 2022 so se države G-20 med seboj najbolj razlikovale po inflaciji konec leta; takrat je bil koeficient variacije še višji in je znašal 161,8 %. Variabilnost preostalih spremenljivk je bila bistveno manjša. Najmanjšo variabilnost med vsemi izbranimi makroekonomskimi spremenljivkami najdemo pri bruto javnemu dolgu, pri katerem je koeficient variacije leta 2021 znašal 63,1 %, leta 2022 pa je bil koeficient variacije za isto spremenljivko podoben, znašal je 65,4 %. Čeprav je bila variabilnost bruto javnega dolga med vsemi spremenljivkami najmanjša, pa je bila še vedno sorazmerno visoka, zato lahko ugotovimo, da so se države G-20 po opazovanih makroekonomskih spremenljivkah med seboj precej razlikovale. To pa posledično pomeni tudi, da so se države G-20 med seboj precej razlikovale tudi po finančni moči. Pri vseh izbranih makroekonomskih spremenljivkah se je variabilnost leta 2022 v primerjavi z letom 2021 povečala, ker so se vrednosti koeficienta variacije pri vseh spremenljivkah za leto 2022 povečale glede na leto 2021. Posledično to pomeni, da so se razlike med državami G-20 v letu 2022 povečale, dodatno pa to tudi pomeni, da so se povečale razlike v finančni moči med državami G-20.

V naslednjem koraku bomo preverili, ali lahko zmanjšamo dimenzijo raziskave in izbrane makroekonomske spremenljivke združimo v manjše število sintetičnih spremenljivk. Pri tem si bomo pomagali s faktorsko analizo; uporabili bomo metodo glavnih komponent. Bartlettov test sferičnosti, ki nam pove, ali je faktorska analiza smiselna, ni pokazal značilnih razlik za leto 2021. Odgovarjajoča točna stopnja značilnosti je $\propto$ =0,133. Podoben rezultat smo dobili tudi za leto 2022. Po opravljenem Bartlettovem testu sferičnosti smo ugotovili, da je točna stopnja značilnosti za leto 2022 $\propto$ =0,367 enka. Matematično to pomeni, da je korelacijska matrika med izbranimi makroekonomskimi spremenljivkami enaka matriki enote. Zato faktorska analiza ni smiselna in je ne bomo izvedli.

Vsebinski pomen statistično neznačilnega rezultata pri Bartlettovem testu sferičnosti za leti 2021 in 2022 pa je, da so si po vsebini izbrane makroekonomske spremenljivke tako različne, da jih ni mogoče združevati v sintetične spremenljivke. To pa naprej pomeni, da s pomočjo izbranih makroekonomskih spremenljivk opazujemo vsebinsko dovolj različne vidike finančne moči držav G-20.

Rezultat je smiseln, saj za vsako leto obravnavamo le pet makroekonomskih spremenljivk, kar je majhno število; njihovo združevanje v še manjše število sintetičnih spremenljivk ni smiselno. V nadaljevanju raziskave bomo upoštevali toliko sintetičnih spremenljivk ali faktorjev, kolikor je vseh izbranih makroekonomskih spremenljivk, to je pet.

Da bi lahko vse države G-20 razvrstili v dve skupini, bomo v naslednjem koraku pri vsaki državi izračunali razliko v vrednosti posamezne makroekonomske spremenljivke med časovnima presekoma konec leta 2022 in konec leta 2021. Razlike v vrednosti bomo pri vseh izbranih makroekonomskih spremenljivkah izračunali na enak način, in sicer tako, da bomo vrednost makroekonomske spremenljivke konec 2021 odšteli od vrednosti makroekonomske spremenljivke konec 2022. Rezultate prikazuje spodnja tabela.

Tabela 2

Opisne statistike za razlike v vrednosti makroekonomskih spremenljivk med 2021 in 2022

	Aritmetična sredina	Standardni odklon	Koeficient variacije (v %)
Sprememba v rasti BDP (v odstotnih točkah)	-2.6	2.8	-108.5
Sprememba v inflaciji konec leta (v odstotnih točkah)	5.8	11.3	196.1
Sprememba v volumnu izvoza blaga in storitev (v odstotnih točkah glede na uvoz)	-4.3	9.7	-226.0
Sprememba v stopnji brezposelnosti (v odstotnih točkah)	-1.2	1.0	-81.4
Sprememba v bruto javnem dolgu (v odstotnih točkah glede na BDP)	-1.9	4.4	-232.0

Opomba: Lastni izračun z IBM SPSS Statistic.

V tabeli zgoraj vidimo, da je bila variabilnost razlik pri vseh makroekonomskih spremenljivkah zelo visoka. Razen inflacije konec leta, ki se je v letu 2022 v primerjavi z letom 2021 povišala, so razlike pri vseh preostalih izbranih makroekonomskih spremenljivkah negativne, kar pomeni, da so bile vrednosti izbranih makroekonomskih spremenljivk leta 2022 manjše kot v letu 2021.

V naslednjem koraku bomo vse države G-20 razvrstili v dve skupini, pri čemer bomo upoštevali vseh pet izbranih makroekonomskih spremenljivk. Vse države G-20 bomo razvrstili v dve skupini z namenom, da ugotovimo, katerim državam rusko-ukrajinski konflikt prinaša finančno korist in katerim državam prinaša finančno škodo.

Ker želimo vse države G-20 razvrstiti v točno določeno število skupin, to je v dve skupini, bomo vse države G-20 v dve skupini razvrstili s pomočjo nehierarhičnega razvrščanja. Nehierarhično razvrščanje namreč omogoča, da pred razvrščanjem enot v skupine določimo število skupin, ki jih želimo oblikovati. Države G-20 bomo v dve skupini razvrstili s pomočjo razlik v vrednosti izbranih makroekonomskih spremenljivk med letoma 2021 in 2022, ki v to raziskavo vstopajo kot nove spremenljivke, in s pomočjo nehierarhičnega razvrščanja. Končne centroide prikazuje spodnja tabela.

Tabela 3

Centroidi razlik v vrednosti izbranih makroekonomskih spremenljivk med 2021 in 2022

	Skupina 1	Skupina 2
Sprememba v rasti BDP (v odstotnih točkah)	-5.83	-2.21
Sprememba v inflaciji konec leta (v odstotnih točkah)	36.02	2.34
Sprememba v volumnu izvoza blaga in storitev (v odstotnih točkah glede na uvoz)	-15.21	-2.53
Sprememba v stopnji brezposelnosti (v odstotnih točkah)	-1.98	-1.08
Sprememba v bruto javnem dolgu (v odstotnih točkah glede na BDP)	-3.10	-1.68

Opomba: Lastni izračun z IBM SPSS Statistic.

Na podlagi podatkov o centroidih skupin lahko sklepamo, da druga skupina držav G-20 vključuje tiste države, ki jim rusko-ukrajinski konflikt prinaša finančno korist. Te države so imele v prvem letu po začetku rusko-ukrajinskega konflikta manjše zmanjšanje gospodarske aktivnosti, manjše povečanje inflacije konec leta, manjše zmanjšanje v volumnu izvoza blaga in storitev, manjše zmanjšanje brezposelnosti in manjše zmanjšanje bruto javnega dolga kot prva skupina držav G-20, ki jim rusko-ukrajinski konflikt prinaša finančno škodo.

Tabela 4

Razvrstitev držav G20 po skupinah

Skupina	1	2.000
	2	16.000
Veljavno		18.000
Manjkajoče		1.000

Opomba: Lastni izračun z IBM SPSS Statistic.

Iz zgornje tabele lahko razberemo, da prva skupina držav G-20, ki jim rusko-ukrajinski konflikt prinaša finančno škodo, vključuje le dve državi. Druga skupina držav G-20, ki jim rusko-ukrajinski konflikt prinaša finančno korist, pa vključuje 16 držav.

Tabela 5

Razvrstitev držav G20 po skupinah

Številka države	Država	Skupina	Razdalja
1	Argentina	1	10.827
2	Avstralija	2	8.851
3	Brazilija	2	10.107
4	Kanada	2	7.318
5	Kitajska	2	18.867
6	Francija	2	2.341
7	Nemčija	2	4.155
8	Indija	.	.
9	Indonezija	2	19.093
10	Italija	2	7.349
11	Japonska	2	8.083
12	Koreja	2	6.753
13	Mehika	2	4.894
14	Rusija	2	8.482
15	Savdska Arabija	2	20.667
16	Južna Afrika	2	4.160
17	Turčija	1	10.827
18	Združeno Kraljestvo	2	10.762
19	ZDA	2	6.213

Opomba: Lastni izračun z IBM SPSS Statistic.

Na podlagi razvrstitve držav G-20 v dve skupini lahko v zgornji tabeli vidimo, da sta v prvo skupino držav, ki jim rusko-ukrajinski konflikt prinaša finančno škodo, vključeni le Argentina in Turčija, saj ti državi po spremembah vrednosti markoekonomskih spremenljivk bistveno odstopata od preostalih držav G-20. Indija ni bila razvrščena v nobeno skupino, zato ker ta država ni poročala podatka o stopnji brezposelnosti za leto 2021 in za leto 2022, zato sta bila manjkajoča podatka o stopnji brezposelnosti v tej državi obravnavana kot manjkajoči vednosti, Indija pa je bila posledično izključena iz analize in ni bila razvrščena v nobeno izmed obeh skupin držav G-20. Vse preostale države G-20 pa so bile razvrščene v drugo skupino držav, to je v skupino držav, ki jim rusko-ukrajinski konflikt prinaša finančno korist. Ker obe državi, ki sta bili razvrščeni v prvo skupino držav, po razlikah v vrednosti izbranih makroekonomskih spremenljivk tako zelo odstopata od preostalih držav, imata vlogo osamelcev, zato ju bomo v naslednjem koraku iz analize izključili in vse preostale države še enkrat razvrstili v dve skupini, da bomo tako lažje ugotovili, kako rusko-ukrajinski konflikt vpliva na finančne koristi držav G-20. Zato bomo v naslednjem koraku vse države razvrstili v tri skupine, pri čemer bosta v eno izmed treh skupin razvrščeni obe državi, ki sta osamelca. V tem primeru dobimo naslednje rezultate.

Tabela 6

Centroidi razlik v vrednosti izbranih makroekonomskih spremenljivk med 2021 in 2022

	Skupina		
	1	2	3
Sprememba v rasti BDP (v odstotnih točkah)	-5.83	-1.38	-2.85
Sprememba v inflaciji konec leta (v odstotnih točkah)	36.02	1.03	3.37
Sprememba v volumnu izvoza blaga in storitev (v odstotnih točkah glede na uvoz)	-15.21	5.38	-8.69
Sprememba v stopnji brezposelnosti (v odstotnih točkah)	-1.98	-1.71	-.60
Sprememba v bruto javnem dolgu (v odstotnih točkah glede na BDP)	-3.10	-4.84	.77

Opomba: Lastni izračun z IBM SPSS Statistic.

Če zgornjo tabelo primerjamo s tabelo, ki nam prikazuje končne centroide skupin pri razvrstitvi držav G-20 samo v dve skupini, lahko ugotovimo, da sta v zgornji tabeli Argentina in Turčija razvrščeni v prvo skupino držav, ker so vrednosti končnih centroidov za prvo skupino v zgornji tabeli enake. Druga in tretja skupina držav v zgornji tabeli pa prikazujeta podrobnejšo razvrstitev preostalih držav G-20 na dve skupini. Druga skupina držav v zgornji tabeli vključuje države, ki so gospodarsko in finančno uspešnejše, zato lahko sklepamo, da je to tista skupina držav, ki jim je rusko-ukrajinski konflikt prinesel finančno korist. Tretja skupina držav v zgornji tabeli pa vključuje države iz skupine G-20, ki so bile gospodarsko in finančno manj uspešne in za katere lahko sklepamo, da zaradi rusko-ukrajinskega konflikta trpijo finančno nazadovanje in škodo. Pri tretji skupini držav namreč lahko vidimo, da se jim je gospodarska aktivnost v letu 2022 bolj zmanjšala kot v letu 2021, podobno pa se jim je v letu 2022 občutno zmanjšal volumen izvoza blaga in storitev. Inflacija se jim je v letu 2022 bolj povečala kot državam v drugi skupini držav, tudi bruto javni dolg se jim je v letu 2022 povečal glede na leto 2021 v primerjavi z drugimi skupinami držav, ki se jim je javni dolg v letu 2022 glede na leto 2021 zmanjšal.

Tabela 7

Razvrstitev držav G20 v tri skupine

Skupina	1	2.000
	2	7.000
	3	9.000
Veljavno		18.000
Manjkajoče		1.000

Opomba: Lastni izračun z IBM SPSS Statistic.

Iz zgornje tabele lahko razberemo, da prva skupina držav G-20, ki jim rusko-ukrajinski konflikt prinaša izrazito finančno škodo, vključuje le dve državi, to sta Argentina in Turčija. Tretja skupina držav G-20, ki jim rusko-ukrajinski konflikt prinaša manj izrazito finančno škodo, vključuje devet držav, in druga skupina držav G-20, ki jim rusko-ukrajinski konflikt prinaša finančno korist, vključuje sedem držav.

Tabela 8

Razvrstitev držav G20 v tri skupine

Številka države	Država	Skupina	Razdalja
1	Argentina	1	10.827
2	Avstralija	2	3.162
3	Brazilija	2	6.003
4	Kanada	2	5.011
5	Kitajska	3	12.482
6	Francija	3	5.811
7	Nemčija	3	4.765
8	Indija	.	.
9	Indonezija	3	13.386
10	Italija	3	8.941
11	Japonska	3	4.970
12	Koreja	3	3.112
13	Mehika	2	4.241
14	Rusija	3	5.318
15	Savdska Arabija	2	12.807
16	Južna Afrika	3	7.295
17	Turčija	1	10.827
18	Združeno Kraljestvo	2	5.455
19	ZDA	2	5.407

Opomba: Lastni izračun z IBM SPSS Statistic.

Iz zgornje tabele lahko razberemo, da so bile v eno izmed treh skupin razvrščene vse države, razen Indije, ki za leti 2021 in 2022 ni poročala podatkov o stopnji brezposelnosti.

5 Rezultati in razprava

Pri razvrščanju vseh držav G-20 v dve skupini smo prišli do zelo polariziranega rezultata, saj je bila le peščica vseh držav razvrščena v prvo skupino, vse preostale države pa so bile razvrščene v drugo skupino. Tako sta bili v prvo skupino držav razvrščeni le Argentina in Turčija, vse preostale države G-20 pa so bile razvrščene v drugo skupino. Ugotovili smo, da sta bili Argentina in Turčija razvrščeni v samostojno skupino, zato ker njune vrednosti makroekonomskih spremenljivk bistveno odstopajo od vrednosti makroekonomskih spremenljivk pri državah, ki so bile razvrščene v drugo skupino. Posledično smo ugotovili, da lahko Argentino in Turčijo zaradi ekstremnih vrednosti makroekonomskih spremenljivk obravnavamo kot osamelca, posledično pa obe državi ovirata raziskovanje, katere države G-20 imajo zaradi rusko-ukrajinskega konflikta finančno korist in katere imajo finančno škodo. Zato smo v naslednji iteraciji vse države G-20 razvrščali v tri skupine, vedoč, da bo ena izmed treh skupin vključevala oba osamelca, to je Argentino in Turčijo.

Z vidika političnega vključevanja obeh držav, to je Argentine in Turčije, v reševanje rusko-ukrajinskega konflikta lahko na časovnem horizontu od konca leta 2021 do konca leta 2022 opazimo, da se je Turčija aktivneje vključevala v reševanje tega konflikta, Argentina pa ne. Na podlagi te ugotovitve lahko najprej sklepamo, da je Turčija ugotovila, da ji rusko-ukrajinski konflikt prinaša gospodarsko in finančno škodo, zato se je vključila v reševanje tega konflikta. Argentina se v reševanje rusko-ukrajinskega konflikta ni aktivno vključila, zato lahko posledično sklepamo, da na njen finančni položaj rusko-ukrajinski konflikt ni imel značilnega vpliva.

Po razvrstitvi vseh držav G-20 v tri skupine smo najprej ugotovili, da sta bili v eno skupino držav razvrščeni samo Argentina in Turčija, kar je skladno z našimi pričakovanji. Vse preostale države G-20 pa so bile razvrščene v dve skupini. V drugo skupino držav so bile razvrščene Avstralija, Brazilija, Kanada, Mehika, Savdska Arabija, Združeno kraljestvo in ZDA. Vidimo, da so vse to države, ki so lokacijsko bistveno oddaljene od žarišča rusko-ukrajinskega konflikta. To niso države, ki bi bile v soseščini obeh držav, v kateri se odvija rusko-ukrajinski konflikt. Med vsemi naštetimi državami, ki so razvrščene v drugo skupino držav, se v politične pa tudi gospodarske aktivnosti v obliki pomoči z vojaško opremo najbolj aktivno vključujejo ZDA in Združeno kraljestvo. Avstralija je bila kolonija Združenega kraljestva, zato je ta država zgodovinsko povezana z Združenim kraljestvom, ta zgodovinska povezava pa ima lahko vpliv tudi na poglede te države na sodobna politična vprašanja. Posledično lahko sklepamo, da je to skupina držav, ki ima od rusko-ukrajinskega konflikta največje gospodarske in finančne koristi.

V tretjo skupino držav pa so bile razvrščene Kitajska, Francija, Nemčija, Indonezija, Italija, Japonska, Koreja, Rusija in južna Afrika. Zaradi sankcij, ki so jih nekatere države na svetu uvedle proti Rusiji z namenom, da poslabšajo njen gospodarski in finančni položaj v upanju, da bo to pripomoglo k hitrejšemu iskanju rešitev za rusko-ukrajinski konflikt, sklepamo, da so v tretjo skupino držav G-20 razvrščene vse tiste države, ki jim rusko-ukrajinski konflikt prinaša finančno škodo. Poleg Rusije je v tretjo skupino držav razvrščena še Kitajska. Ta rezultat ne preseneča, saj ima Kitajska podobna politična stališča kot Rusija, tudi do rusko-ukrajinskega konflikta. V isto skupino držav so razvrščene še Italija, Francija in Nemčija. To je razumljivo, saj so bile EU-države energetsko močno odvisne od Rusije, zato jim vzpostavljene sankcije proti Rusiji zaradi rusko-ukrajinskega konflikta prinašajo finančno škodo, kar se kaže tudi v vrednostih makroekonomskih spremenljivk. Indonezija, Japonska, Koreja in južna Afrika so lokacijsko bolj odmaknjene od žarišča rusko-ukrajinskega konflikta in verjetno rusko-ukrajinski konflikt občutijo zlasti prek spremenjenih zunanjetrgovinskih tokov, kar pa vpliva na njihove vrednosti makroekonomskih spremenljivk. Nobena izmed nazadnje naštetih držav v obdobju od konca leta 2021 do konca leta 2022 ni bila aktivna pri političnem vključevanju v reševanje rusko-ukrajinskega konflikta.

6 Zaključek

V tem prispevku smo raziskovali, kako se je spremenil finančni položaj držav G-20 zaradi rusko-ukrajinskega konflikta v obdobju od začetka rusko-ukrajinskega konflikta pa do danes. Iz tako definiranega raziskovalnega vprašanja smo izpeljali štiri raziskovalne hipoteze. Prva raziskovalna hipoteza je, da Rusija sodi v tisto skupino držav znotraj G-20, pri katerih se je finančni položaj od začetka rusko-ukrajinskega konflikta do danes najbolj poslabšal. Na podlagi opravljenega raziskovalnega dela smo to raziskovalno hipotezo zavrnili. Ugotovili smo namreč, da se je med vsemi državami G-20 finančni položaj od začetka rusko-ukrajinskega konflikta pa do danes najbolj poslabšal pri Argentini in Turčiji. Ugotovitev ne preseneča, saj je bila v letu 2022 ravno Turčija tista država, ki je vlagala največ političnega napora v mirovna pogajanja med Rusijo in Ukrajino ter tako v razrešitev rusko-ukrajinskega konflikta. Z doseženim mirovnim sporazumom med Rusijo in Ukrajino bi Turčija omejila finančno škodo, ki jo je utrpela zaradi izbruha rusko-ukrajinskega konflikta.

Druga raziskovalna hipoteza je bila, da se je od začetka rusko-ukrajinskega konflikta do danes finančni položaj Kitajske poslabšal v podobnem obsegu, kot se je poslabšal finančni položaj Rusije. Po opravljenem raziskovalnem delu lahko to raziskovalno hipotezo potrdimo. Kitajska je bila s pomočjo metode nehierarhičnega razvrščanja držav G-20 v skupine razvrščena v isto skupino držav kot Rusija, kar pojasnjuje podobnost političnih stališč, ki jih imata državi, tudi do rusko-ukrajinskega konflikta.

Tretja raziskovalna hipoteza je bila, da ima uvedba gospodarskih sankcij EU proti Rusiji negativne gospodarske posledice tudi za države članice EU. To raziskovalno hipotezo lahko na podlagi rezultatov te raziskave potrdimo, saj so posamezne države članice EU, ki so tudi članice skupine G-20, to so Francija, Nemčija in Italija, razvrščene v isto skupino držav kot Rusija, to pa vsebinsko pomeni, da so te države zaradi izbruha rusko-ukrajinskega konflikta in zaradi gospodarskih sankcij, ki jih je EU uvedla proti Rusiji, prav tako utrpele finančno škodo kot Rusija, ki pa je primerljiva glede na to, da so vse te države razvrščene v isto skupino držav znotraj G-20.

Četrta raziskovalna hipoteza pa je bila, da sodijo ZDA v tisto skupino držav znotraj G-20, pri katerih se je finančni položaj od začetka rusko-ukrajinskega konflikta do danes najbolj izboljšal. Na podlagi rezultatov nehierarhičnega razvrščanja lahko ugotovimo, da so bile ZDA razvrščene v skupino držav G-20 z najbolj pozitivnimi finančnimi spremembami od začetka rusko-ukrajinske krize do danes, to pa vsebinsko pomeni, da tej skupini držav rusko-ukrajinski konflikt prinaša največjo korist. Zato lahko na podlagi raziskovalnega dela četrto raziskovalno hipotezo potrdimo.

Raziskovalni pristop, ki smo ga uporabili v tem prispevku, ima nekaj modelskih omejitev. Prva omejitev je ta, da smo v raziskavo vključili le nekatere makroekonomske spremenljivke, ne pa vseh. V raziskavi smo upoštevali le pet relativnih makroekonomskih spremenljivk, za katere smo s pomočjo faktorske analize sicer ugotovili, da so po vsebini dovolj različne in jih ne moremo združevati v sintetične makroekonomske spremenljivke, vendar pa bi dodatne makroekonomske spremenljivke v raziskavi omogočile natančnejšo razvrstitev držav v skupine. V raziskavi primanjkuje tržnih spremenljivk, to so devizni tečaji, borzni indeksi na delniških trgih in borzni indeksi na blagovnih borzah.

Druga omejitev je nerazpoložljivost podatkov za izbrane makroekonomske spremenljivke po državah G-20 za leto 2023. Zadnji razpoložljivi podatki za makroekonomske spremenljivke, ki smo jih upoštevali v tej raziskavi, so iz leta 2022. Ker smo v tej raziskavi uporabili podatke za izbrane makroekonomske spremenljivke iz leta 2022, smo lahko analizirali le spremembo finančnega položaja držav G-20 v prvem letu od začetka rusko-ukrajinskega konflikta, ne pa v celotnem obdobju od pojava rusko-ukrajinskega konflikta pa do danes. Ta omejitev predstavlja priložnosti za raziskovanje v prihodnosti.

Srečko Devjak, PhD

The Impact of Geopolitical Conditions on the Financial Position of the G20 Countries

At the end of February 2022, Russia started a military operation in Ukraine, so we consider that the Russian-Ukrainian conflict started then. In response to the start of Russia's military operation in Ukraine, the European Union (hereinafter: EU) introduced a number of sanctions against Russia, including economic sanctions. As a result of the introduced economic sanctions, the volume of the international trade between Russia and its foreign trade partners, and between Ukraine and its foreign

trade partners has changed. Therefore, the purpose of this research is to analyze the change in the financial situation of the countries in the G20 group from the beginning of the Russian-Ukrainian conflict to the present day and, as a result, to determine which countries' financial situations have improved and are benefiting financially from the Russian-Ukrainian conflict, and which countries' financial situations worsened and have financial losses due to the Russian-Ukrainian conflict. As a result, the following research hypotheses can be formulated at the beginning of this research. The first research hypothesis is that Russia belongs to the group of countries within the G20 whose financial situation has worsened the most since the beginning of the Russian-Ukrainian conflict. The substantive basis for this research hypothesis is the fact that the EU introduced economic sanctions against Russia with the intention that the economic sanctions would reduce Russia's financial strength, and lower financial strength should weaken Russia's ability to continue aggression (Council of the European Union, 2024). The second research hypothesis is that from the beginning of the Russian-Ukrainian conflict to the present, China's financial position has deteriorated to a similar extent as Russia's financial position. The substantive basis for this research hypothesis is the fact that Russia and China have a similar political position regarding the Russian-Ukrainian conflict. The third research hypothesis is that the introduction of EU economic sanctions against Russia has negative economic consequences for EU member states as well. The third research hypothesis has its substantive basis in the fact that before the Russian-Ukrainian conflict and before the economic sanctions which EU introduced against Russia, the EU's energy dependence on Russia was high. The fourth research hypothesis is that the USA belongs to the group of countries within the G20 whose financial situation has improved the most since the beginning of the Russian-Ukrainian conflict.

We included all countries that are part of the G20 group in the research, i.e. Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Mexico, Russia, Saudi Arabia, South Africa, South Korea, Turkey, the United Kingdom, the United States and the European Union (hereinafter: EU). The data for the research was drawn from the World Economic Outlook Database, which is managed by the International Monetary Fund (hereinafter: IMF). From this database, we extracted the data for each country in the G20 group for five different macroeconomic variables, namely the real GDP growth rate (in %), the annual inflation rate (in %), the real change in the export of goods and services (in %), the unemployment rate (in %) and the share of gross public debt in GDP (in %). For these macroeconomic variables, we drew the data for the end of 2021, because this is the closest end of the year to the beginning of the Russian-Ukrainian conflict, and for the end of 2022, because this end of the year is the last available actual data. In the next step, we classified all G20 countries into two groups, taking into account all five selected macroeconomic variables. We classified all G20 countries into two groups in order to find out which countries benefit financially from the Russian-Ukrainian conflict, and to which countries the Russian-Ukrainian conflict brings financial damage.

Since we want to classify all G20 countries into a specific number of groups, i.e. into two groups, we will use the non-hierarchical clustering. The non-hierarchical clustering enables us to specify the number of groups we want to form before clustering the observation units into groups. We will classify the G20 countries into two groups using the differences in the value of the selected macroeconomic variables between 2021 and 2022, which enter into this research as new variables.

From the clustering results, we can see that the first group of G20 countries, to which the Russian-Ukrainian conflict brings financial damage, includes only two countries. Another group of G20 countries that benefit financially from the Russian-Ukrainian conflict includes 16 countries. Only Argentina and Turkey are included in the first group of countries, as these two countries differ significantly from the rest of the G20 countries according to changes in the value of the macro-economic variables. India was not classified into any group, because this country did not report unemployment rate data for 2021 and 2022, therefore missing unemployment rate data for this country was treated as missing data, and India was consequently excluded from the analysis and was not classified in either of the two groups of G20 countries. All other G20 countries were classified into another group of countries, i.e. into the group of countries that benefit financially from the Russian-Ukrainian conflict. Since the two countries that were classified in the first group of countries differ so much from the other countries in terms of the differences in the value of the selected macroeconomic variables, they have the role of outliers, so in the next step, we excluded them from the analysis and once again classified all the remaining countries into two groups to more easily determine how the Russian-Ukrainian conflict affects the financial benefits of the G20 countries. Therefore, in the next step, we classified all countries into 3 groups, where the two countries that are outliers will be classified into one of the three groups.

From the results of the classification into three groups, we can see that Argentina and Turkey are classified in the first group of countries. The second and third groups of countries show a more detailed classification of the remaining G20 countries into two groups. The second group of countries includes countries that are economically and financially more successful, so we can conclude that this is the group of countries that benefited financially from the Russian-Ukrainian conflict. The third group of countries includes the G20 countries that have been economically and financially less successful, and, consequently, we can conclude that this group of countries suffers financial damage as a result of the Russian-Ukrainian conflict. In the third group of countries, we can see that their economic activity decreased more in 2022 than in 2021, similarly, the volume of exports of goods and services decreased significantly in 2022. Their inflation increased more in 2022 than the countries in the other group of countries, and their gross public debt also increased in 2022 compared to 2021, unlike the other group of countries, whose public debt in 2022 compared to 2021 decreased. The third group of G20 countries that suffer financial damage due to the Russia-Ukraine conflict includes nine countries, whereas the second group of G20 countries that financially benefited from the Russia-Ukraine conflict includes seven countries. The second group of countries included Australia, Brazil, Canada, Mexico, *Saudi Arabia, the United Kingdom and the United States. These are countries that are significantly distant from the location of the Russian-Ukrainian conflict. Among them, USA and United Kingdom are most actively involved in political as well as in economic activities since they provide military equipment to Ukraine. China, France, Germany, Indonesia, Italy, Japan, Korea, Russia and South Africa were classified into the third group of countries. In addition to Russia, China is also classified in the third group of countries. This result is not surprising, since China has similar political views to Russia, including on the Russian-Ukrainian conflict. Italy, France and Germany are also classified in the same group of countries. This is understandable, since the EU countries were highly dependent on Russia for energy, so the sanctions imposed against Russia bring them financial damage, which is also reflected in the values of macroeconomic variables. Indonesia, Japan, Korea and South Africa are located further away from the location of the Russian-Ukrainian conflict and probably feel the Russian-Ukrainian conflict mainly through the changed foreign trade flows, which affects their values of macroeconomic variables. In the period from the end of 2021 to the end of 2022, none of these countries were active in political involvement regarding the resolution of the Russian-Ukrainian conflict.*

Based on the research work done, we rejected the first research hypothesis. We found that among all the G20 countries, the financial situation has worsened the most in Argentina and Turkey since the beginning of the Russian-Ukrainian conflict. The second research hypothesis was confirmed after the completed research work. Using the non-hierarchical clustering of the G20 countries, China was classified in the same group of countries as Russia, which explains the similarity of the political positions held by the two countries, even on the Russian-Ukrainian conflict. The third research hypothesis was also confirmed, since individual EU member states that are also members of the G20 group, i.e. France, Germany and Italy, are classified in the same group of countries as Russia. This means that due to the outbreak of the Russian-Ukrainian conflict and due to the economic sanctions imposed by the EU against Russia, these countries also suffered a financial damage comparable to Russia's, since all these countries are classified in the same group of countries within the G20. The fourth research hypothesis was that the USA belongs to the group of countries within the G20 whose financial situation has improved the most since the beginning of the Russian-Ukrainian conflict. Based on the results of the non-hierarchical clustering, we can conclude that the USA was classified in the group of G20 countries with the most positive financial changes from the beginning of the Russian-Ukrainian crisis to the present day, which essentially means that the Russian-Ukrainian conflict brings the greatest benefit to this group of countries. Therefore, based on the research work, we can confirm the fourth research hypothesis.

LITERATURA

1. Alam, M. K., Tabash, M. I., Billah, M., Kumar, S. in Anagreh, S. (2022). The impacts of the Russia–Ukraine invasion on global markets and commodities: A dynamic connectedness among G7 and BRIC markets. Journal of Risk and Financial Management, 15(8), 1–20. https://doi.org/10.3390/jrfm15080352
2. Bedowska-Sojka, B., Demir, E. in Zaremba, A. (2022). Hedging geopolitical risks with different asset classes: A focus on the Russian invasion of Ukraine. Finance Research Letters, 50, 103–192. https://doi.org/10.1016/j.frl.2022.103192
3. Bossman, A., Gubareva, M. in Teplova, T. (2023). Asymmetric effects of geopolitical risk on major currencies: Russia-Ukraine tensions. Finance Research Letters, 51, 103–440.
4. Bossman, A. in Gubareva, M. (2023). Asymmetric impacts of geopolitical risk on stock markets: A comparative analysis of the E7 and G7 equities during the Russian-Ukrainian conflict. Heliyon, 9(2), 1–15. https://doi.org/10.1016/j.heliyon.2023.e13626
5. Boubaker, S., Goodell, J. W., Pandey, D. K. in Kumari, V. (2022). Heterogeneous impacts of wars on global equity markets: Evidence from the invasion of Ukraine. Finance Research Letters, 48, 102–934. https://doi.org/10.1016/j.frl.2022.102934
6. Caldara, D. in Iacoviello, M. (2022). Measuring geopolitical risk. The American Economic Review, 112(4), 1194-1225. https://doi.org/10.1257/aer.20191823
7. Gainetdinova, A., Sohag, K. in Samargandi, N. (2024). Russian Currency's external shocks and domestic policy effectiveness amid geopolitical tensions. Borsa Istanbul Review, 24(2), 406–423. https://doi.org/10.1016/j.bir.2024.02.002
8. Hossain, A. T., Masum, A. A. in Saadi, S. (2024). The impact of geopolitical risks on foreign exchange markets: Evidence from the Russia–Ukraine war. Finance Research Letters, 59, 104–750. https://doi.org/10.1016/j.frl.2023.104750
9. IBM. (2023). K-Means Cluster Analysis. Assumptions. https://www.ibm.com/docs/en/spss-statistics/28.0.0?topic=SSLVMB_28.0.0/statistics_mainhelp_ddita/spss/base/idh_quic.html
10. International Labour Organization (ILO). (2023). Resolution concerning statistics of work, employment and labour underutilization. ILO, Department of Statistics.
11. Liberti, L. in Lavor, C. (2017). Euclidean Distance Geometry: An Introduction. Cham: Springer International Publishing
12. Košmelj, B. (1983). Uvod v multivariatno analizo. Ekonomska fakulteta Borisa Kidriča.
13. Organisation for Economic Co-operation and Development (OECD). (2023). Main Economic Indicators. OECD Publishing. https://doi.org/10.1787/ded67b87-en
14. Shahzad, U., Mohammed, K. S., Tiwari, S., Nakonieczny, J. in Nesterowicz, R. (2023). Connectedness between geopolitical risk, financial instability indices and precious metals markets: Novel findings from Russia Ukraine conflict perspective. Resources Policy, 80, 103–190. https://doi.org/10.1016/j.resourpol.2022.103190
15. Sharma, S. (1996). Applied multivariate techniques. John Wiley in Sons, Inc.
16. Svet Evropske unije. (2024). Obrazložitev sankcij EU proti Rusiji. https://www.consilium.europa.eu/sl/policies/sanctions-against-russia/sanctions-against-russia-explained/#sanctions
17. Yousaf, I., Patel, R. in Yarovaya, L. (2022). The reaction of G20+ stock markets to the Russia–Ukraine conflict “black-swan” event: Evidence from event study approach. Journal of Behavioral and Experimental Finance, 35, 100–723. https://doi.org/10.1016/j.jbef.2022.100723

Dr. Srečko Devjak, docent na Fakulteti za ekonomijo in informatiko Univerze v Novem mestu
E- naslov: dr.s.devjak@gmail.com

Katja Crnogaj, PhD, Maja Rožman, PhD

Evaluating Progress in Achieving the UN's Sustainable Development Goals: A Comparative Analysis

DOI: https://doi.org/10.55707/eb.v11i2.143

Original scientific article

UDC 502:341.123:658(497.4)

KEYWORDS: sustainable development goals (SDGs), entrepreneurship, environmental sustainability, government support, global entrepreneurship monitor (GEM), comparative analysis

ABSTRACT – This study aims to explore the perceived progress in fulfilling the United Nations Sustainable Development Goals (SDGs) at the national level. Using the data from 2022 and 2023 for 43 countries, sourced from the contributions of 3,690 national experts, we assess the perceived progress in areas critical to sustainable development, including social contribution, social responsibility, investor interests, economic opportunities for minority groups, environmentally conscious practices, energy efficiency, national cultural values towards sustainability, SDG -aligned business activities and government support for sustainability-focused businesses. The assessment covers twelve key aspects to determine the extent to which new and growing companies and the broader business and policy environment are aligned with the SDGs. The main objective is to identify trends, achievements and areas for improvement in integrating the SDGs into business operations and policy frameworks. Research methods include a quantitative analysis of the GEM database (Global Entrepreneurship Monitor, the world's foremost study of entrepreneurship), comparative statistical analysis and trend evaluation to provide a comprehensive overview of the progress made between 2022 and 2023. This research is crucial to understanding the effectiveness of current strategies and identifying the need for further action to achieve the SDGs.

Izvirni znanstveni članek

UDK 502:341.123:658(497.4)

KLJUČNE BESEDE: cilji trajnostnega razvoja (SDG), podjetništvo, okoljska trajnost, vladna podpora, Globalni podjetniški monitor (GEM), primerjalna analiza

POVZETEK – Namen prispevka je raziskati napredek pri uresničevanju ciljev trajnostnega razvoja Združenih narodov (SDG) na nacionalni ravni. Na podlagi podatkov iz let 2022 in 2023 za 43 držav, pridobljenih na osnovi anketiranja 3.690 nacionalnih izvedencev, ocenjujemo zaznani napredek na področjih, ki so ključna za trajnostni razvoj, vključno z družbenim prispevkom, družbeno odgovornostjo, interesi vlagateljev, gospodarskimi priložnostmi za manjšinske skupine, okoljsko ozaveščenimi praksami, energetsko učinkovitostjo, nacionalnimi kulturnimi vrednotami do trajnostnega razvoja, s poslovnimi dejavnostmi, usklajenimi s SDG, in z vladno podporo podjetjem, usmerjenim v trajnostni razvoj. Ocena zajema dvanajst ključnih vidikov s katerimi se ugotavlja, v kolikšni meri so nova in rastoča podjetja ter širše poslovno in politično okolje usklajeni s cilji trajnostnega razvoja. Glavni cilj je opredeliti trende, dosežke in področja za izboljšave pri vključevanju ciljev trajnostnega razvoja v poslovne dejavnosti in politične okvire. Raziskovalne metode vključujejo kvantitativno analizo podatkovne baze GEM (Globalni podjetniški monitor, najobsežnejše svetovne raziskave podjetništva), primerjalno statistično analizo in oceno trendov, da bi zagotovili celovit pregled napredka, doseženega med letoma 2022 in 2023. Raziskava je ključna za razumevanje učinkovitosti zdajšnjih strategij in identifikacijo potreb po nadaljnjem ukrepanju za doseganje ciljev trajnostnega razvoja.

1 Introduction

The launch of the United Nations Sustainable Development Goals (SDGs) in 2015 was a pivotal moment in the global effort to promote prosperity while protecting the

Prejeto/Received: 30. 8. 2024
Sprejeto/Accepted: 16. 9. 2024

planet. These 17 interlinked goals were intended to be a "blueprint for a better and more sustainable future for all" by 2030, addressing the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. Amidst these far-reaching and ambitious goals, the roles of entrepreneurship and government policy in achieving the SDGs have become increasingly important. This study embarks on an exploratory journey to assess the perceived progress in integrating the SDGs into Slovenia's national framework in comparison to other European countries and the global landscape. By evaluating the contributions of 3,690 national experts and analyzing the data from 2022 and 2023 from 43 countries, this research aims to uncover the perceived progress and the remaining gaps in aligning business practices and policy decisions with the SDGs.

Numerous research findings underline the crucial role of entrepreneurship in promoting sustainable development. The Global Entrepreneurship Monitor (GEM) has consistently highlighted entrepreneurship as a key force for economic growth and innovation, and for addressing social and environmental challenges (Bosma & Kelley, 2019). Similarly, different studies have emphasized the importance of government support in fostering an ecosystem conducive to SDG-aligned business activities (e.g. Schaltegger & Wagner, 2011). This interplay between entrepreneurial aspirations and policy frameworks is critical to making progress towards achieving the SDGs. In recent years, there has been an increased focus on environmental sustainability, social responsibility and economic inclusion in the business sector. Researchers argue that businesses, especially new and growing businesses, have an important role to play in promoting sustainable economic opportunities, improving energy efficiency and implementing environmentally conscious practices (Doherty et al., 2014). In addition, the incorporation of national cultural values related to sustainability and the alignment of investor interests with the SDGs are seen as important drivers of this change (Hall et al., 2010).

Using the extensive data from the GEM NES database, this study examines the extent of integration of the SDGs into the entrepreneurial and political spheres in Slovenia, other European countries and globally from 2022 to 2023. It aims to identify trends and achievements, and to highlight areas that require further improvement. Through this analysis, the study contributes critical insights into the effectiveness of strategies used to achieve the SDGs and underlines the urgent need for increased efforts to fulfill these global goals.

2 Literature Review

This chapter looks at the existing research on the role of entrepreneurship and government support, as well as their collective impact on achieving the SDGs, highlighting the complexities and opportunities within this interplay.

2.1 Entrepreneurship and Sustainable Development

Entrepreneurship is widely recognized as a crucial driver of sustainable development. Cohen and Winn (2007) argue that market imperfections, particularly those that lead to environmental degradation, provide entrepreneurs with unique opportunities to simultaneously generate profits and address sustainability challenges. This concept is further explored by York and Venkataraman (2010), who argue that entrepreneurship is critical to the transition to a sustainable economy by developing new markets, products and services that mitigate environmental and social issues. More recent research builds on these ideas and explores how entrepreneurial action contributes to overcoming market and environmental challenges, thereby promoting a sustainable economy. Coardos et al. (2023) highlight how entrepreneurial activities can generate innovative business ideas that contribute to sustainable development despite their environmental impact. Omri (2017) finds that entrepreneurship in high-income countries often follows an inverted U-shaped relationship with environmental degradation, suggesting that beyond a certain point, entrepreneurship reduces environmental harm. Johnson and Schaltegger (2020) introduce a multilevel framework that links entrepreneurial processes and market transformations to societal developments, offering deeper insights into how entrepreneurship facilitates sustainable development.

The pursuit of sustainable development, which encompasses economic growth, social equity and environmental protection, requires an integrated approach. Abereijo (2016) suggests that entrepreneurship in developing countries should address sustainability challenges holistically, considering social, economic and environmental factors. This integration aligns entrepreneurial efforts with broader sustainability goals, potentially enhancing societal well-being and environmental health. Dhahri and Omri (2018) confirm that entrepreneurship positively impacts the economic and social pillars of sustainability, but can have a negative impact on the environmental pillar, highlighting the need for balanced policy measures. Huđek and Bradac Hojnik (2020) provide empirical evidence that innovative and opportunity-driven entrepreneurship positively influences sustainable development, whereas this is not the case for necessity-driven entrepreneurship, which is often motivated by immediate financial needs. This underlines the importance of the nature and motivation of entrepreneurial activities for achieving sustainability. Furthermore, sustainable entrepreneurship, which Schaltegger and Wagner (2011) define as recognizing and capitalizing on opportunities to improve environmental and social conditions, is crucial. Belz and Binder (2017) propose a model of sustainable entrepreneurship that emphasizes the progressive integration of economic, social and environmental goals.

In summary, entrepreneurship not only makes an important contribution to sustainable development, but also brings with it complex challenges that require well thought-out political and entrepreneurial strategies to ensure that economic activities make a constructive contribution to sustainability. This necessitates fostering an entrepreneurial ecosystem that supports innovative, responsible and opportunity-driven ventures that are aligned with environmental protection and sustainability goals, as discussed by Galindo-Martín et al. (2020) and Singh and Indravesh (2023).

2.2 Government Support for Sustainability

The vital role of government support in fostering environments conducive to SDG-aligned entrepreneurship is well documented and underscores the power of comprehensive policy frameworks to promote sustainable business practices. Hall et al. (2010) note that policy frameworks and incentives can profoundly influence entrepreneurial activities, particularly those aimed at sustainability. Mechanisms such as financial incentives, regulatory frameworks and support programs can significantly mitigate the risks associated with sustainable innovation (Kuckertz & Wagner, 2010). In addition, Zioło and Ghoul (2019) emphasize the importance of government size and the application of public policy instruments in fostering a favorable environment for sustainable entrepreneurship, suggesting that both financial and non-financial support are crucial for fostering sustainable business practices.

Government policies can also play a dual role in either facilitating or hindering the integration of sustainability into business strategies. Doherty et al. (2014) emphasize the importance of supportive government policies, such as tax benefits or grants, in enabling social enterprises to effectively address social and environmental challenges. Extending this dialogue, Goyal et al. (2020) examine the impact of government policies on green entrepreneurship and argue for targeted subsidies and regulatory support for eco-friendly business practices.

The influence of government support extends to fostering innovation within sustainable business models. Bocken et al. (2020) examine how innovation grants and R&D tax credits can lower the financial barriers to sustainable innovation and thus accelerate the pace of sustainable business practices. As the global urgency to achieve the SDGs increases, governments are also pursuing more integrated policy approaches. Kivimaa and Kern (2021) discuss the need for a coherent policy mix that addresses financial, regulatory and informational barriers to sustainability, and emphasize the need for a synergistic approach to policymaking to advance comprehensive sustainability goals effectively. This holistic approach ensures that government interventions are well coordinated and support the overall sustainable development objectives.

2.3 The Interaction Between Entrepreneurship, Government Support and Sustainable Development

Entrepreneurial ventures are essential for driving innovation and market transformation towards sustainability, but their success often depends on government policies. Hall and Wagner (2012) emphasize that coherent policy frameworks are crucial to align entrepreneurial activities with the SDGs. Furthermore, Kolk et al. (2017) emphasize the importance of cross-sector collaboration and point to the need to unite governments, businesses and civil society to tackle the broad challenges posed by the SDGs effectively. Such collaborations are pivotal for fostering innovative solutions and achieve sustainable results.

The interplay between entrepreneurship, government support and sustainable development is crucial for progress towards achieving the SDGs. Entrepreneurs can significantly drive sustainable development if they are supported by enabling government policies. These policies, in turn, shape the operational landscape for sustainable enterprises, suggesting that the success of the SDGs is highly dependent on the synergy between entrepreneurial innovation and strategic policy support. This discussion raises an important question about Slovenia's efforts in this area: "How does Slovenia's progress in fulfilling the United Nations Sustainable Development Goals compare to other European countries and the global landscape between 2022 and 2023, particularly in areas such as social contribution, economic opportunities for minority groups and government support for sustainability-oriented businesses?" This question aims to analyze Slovenia's integration of the SDGs into its national policy and entrepreneurial framework, offering insights into how it navigates the complexities and opportunities presented by its commitment to sustainable development alongside European and global counterparts.

3 Methodology

The methodology of the study includes the analysis of the data from 2022 and 2023 for 43 countries with the input from 3,690 national experts. National experts are carefully selected experts in the field of entrepreneurship, mainly entrepreneurs, managers, professors, support service providers, consultants and other professionals. The study assesses 12 critical areas of sustainable development, ranking them on a scale of 0 to 10 (0=completely disagree, 10 =completely agree), to measure the alignment of new companies and the overall business and policy sector with the SDGs.

To analyze the data, we used a non-parametric test for two independent samples, as in the first stage we analyzed whether there are statistically significant differences in the implementation of the UN SDGs between European and non-European countries from 2022 to 2023. In the next step, we conducted a comparative analysis of the perceived implementation of the UN SDGs between Slovenia, European and non-European countries. The average values were presented in graphs.

The pursuit of the SDGs was measured with: SDGS_1: New and growing companies increasingly prioritize their social contribution rather than focusing solely on profit and wealth creation; SDGS_2: New and growing companies integrate social responsibility principles into their business operations; SDGS_3: Investors are particularly interested in funding new companies that focus on social responsibility; SDGE_1: Companies see paying taxes as part of their social responsibility; SDGE_2: Investors and stakeholders are satisfied with the economic performance of companies in which they have invested; SDGE_3: New and growing companies founded by members of minority groups have the same economic opportunities as other new companies; SDGN_1: Most new and growing companies use environmentally conscious practices in manufacturing products or providing services; SDGN_2: Most new and growing companies prioritize energy efficiency practices in their operations; SDGN_3: Most new and growing companies see environmental issues as a potential opportunity; SDGC_1: Sustainability practices are seen as very important within the national culture; SDGC_2: There are prominent examples of entrepreneurial activities related to the SDGs within the business sector; SDGG_1: The national government has specific regulations that support sustainability-focused startups; SDGG_2: The national government supports sustainability-focused companies through grants, special rights and/or tax reductions.

4 Results and Discussion

Before analyzing the progress between 2022 and 2023, we first conducted tests to determine if there were statistically significant differences between European and non -European countries. This allowed us to systematically evaluate how approaches to sustainable development, corporate social responsibility and government support for sustainability-focused companies differ between these two groups of countries over the time period. The analysis was crucial for understanding the dynamics of global sustainable development efforts and forms the basis for further in-depth analysis of specific trends.

Table 1

Differences between European and non-European countries in pursuing the UN SDGs

	2022			2023		
	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
In my country, new and growing companies increasingly prioritize their social contribution rather than solely focusing on profit and wealth creation	202,000	-0.705	0.481	197,000	-0.804	0.422
In my country, new and growing companies integrate social responsibility principles into their business operations	177,000	-1.312	0.189	166,500	-1.546	0.122
In my country, investors are particularly interested in funding new companies that focus on social responsibility	222,000	-0.219	0.827	214,000	-0.390	0.697
In my country, companies see paying taxes as part of their social responsibility	193,000	-0.923	0.356	182,500	-1.157	0.247
In my country, investors and stakeholders are satisfied with the economic performance of companies they have invested in	131,000	-2.430	0.015	163,000	-1.631	0.103

	2022			2023		
	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
In my country, new and growing companies founded by members of minority groups have the same economic opportunities as other new companies	110,000	-2.940	0.003	148,000	-1.997	0.046
In my country, most new and growing companies implement environmentally-conscious practices when producing products or supplying services	128,000	-2.503	0.012	148,500	-1.985	0.047
In my country, most new and growing companies prioritize energy efficiency practices in their operations	93,000	-3.353	0.001	100,500	-3.153	0.002
In my country, most new and growing companies see environmental problems as a potential opportunity	147,000	-2.041	0.041	150,000	-1.948	0.051
In my country, sustainability practices are seen as very important within the national culture	211,000	-0.486	0.627	221,000	-0.219	0.827
In my country, there are prominent examples of entrepreneurial activities related to Sustainable Development Goals (SDGs) within the business sector	176,000	-1.336	0.181	219,500	-0.256	0.798
In my country, the national government has specific regulations that support sustainability-focused startups	196,000	-0.850	0.395	226,000	-0.097	0.922
In my country, the national government supports sustainability-focused companies through grants, special rights and/or tax cuts	203,000	-0.680	0.496	216,500	-0.329	0.742

The results from Table 1 illustrate notable differences between European and non-European countries in their approach to integrating the UN SDGs into business practice, particularly in certain areas, such as economic opportunities for minority groups, environmental practices and energy efficiency. These differences shed light on regional disparities in prioritizing and implementing sustainability in various dimensions.

There is a statistically significant difference between European and non-European countries in terms of economic opportunities for minority-owned businesses. In 2022, the significance level was 0.003, indicating a robust difference that still exists in 2023, albeit at a less pronounced level (p=0.046). This suggests that non-European countries may lag behind European countries in providing equitable economic opportunities, highlighting a potential area for policy intervention and support. There was also a statistically significant difference in the implementation of environmentally conscious practices (p=0.012 in 2022 and p=0.047 in 2023), suggesting that European countries may be more proactive in adopting sustainable production methods compared to non -European countries. This difference suggests that commitment to environmental protection and enforcement of regulations differs between the two regions. Prioritization of energy efficiency practices showed the largest differences with p-values of 0.001 in 2022 and 0.002 in 2023, indicating a consistent and significant gap between European and non-European countries. European countries appear to place a higher emphasis on energy efficiency, which could be due to their advanced regulatory frameworks and higher levels of adoption of technologies to reduce energy consumption.

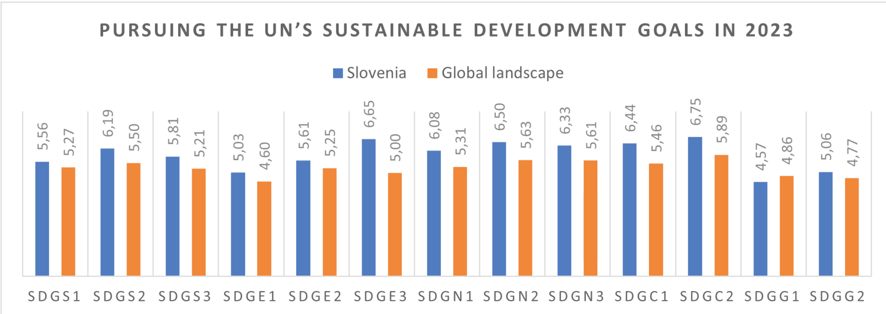
There were no significant differences in social responsibility and the integration of such principles into business activities in 2023 (p=0.122), which indicates a more uniform attitude towards corporate social responsibility worldwide. There were also no significant differences in the perception of tax payment as part of social responsibility and investors' general interest in socially responsible companies, indicating a broad recognition of these values across all regions.

These findings highlight an important insight into the different rates at which regions are adopting sustainable practices. European countries generally perform better in areas that have a direct impact on sustainability, such as environmental policies and support for the economic participation of minority groups. This could be due to a more stringent regulatory environment, greater public and business awareness, and possibly more extensive government support mechanisms. In contrast, the lower emphasis on these areas in non-European regions could be due to different economic priorities, stages of development or policy frameworks that do not prioritize or enforce sustainability standards in the same way. This analysis is important to understand where targeted efforts and international cooperation may be needed to address these inequalities. It suggests that while there is a global movement towards sustainability, there are significant regional differences that need to be bridged through policy adjustments, education and resource allocation to ensure a more unified global approach to sustainable development.

Having established a foundational understanding of the global landscape of sustainable development, we have moved on to a more detailed assessment with Figure 1. This figure shows the average values for the realization of the SDGs in Slovenia compared to the global averages for the year 2023. Such a comparison is important to assess Slovenia's position on the global stage related to sustainability efforts. We then took a closer look at the regional dynamics using Figure 2. This subsequent analysis refines our perspective by presenting the average values of Slovenia's achievements in the field of sustainable development compared to European and non-European countries over the same period.

Figure 1

Pursuing the SDGs in Slovenia compared to the global landscape - average values, 2023



Slovenia outperforms the global average in almost every category related to the Sustainable Development Goals. In particular, the country performs better than the global average of 5.50 in fostering social responsibility within businesses (SDGS2) with 6.19 points (on a Likert scale from 0 to 10; 0=completely disagree, 10=completely agree) and 5.56 points in encouraging companies to prioritize social value over profit (SDGS1), compared to the global average of 5.27 points. Slovenia also performs significantly better than the global average of 5.00 in promoting economic opportunities for minority groups (SDGE3), with an impressive score of 6.64. Environmental awareness is another strong area, where Slovenia scores 6.08 in SDGN1 and 6.50 in SDGN2, well above the global averages of 5.31 and 5.63 respectively. Slovenia also stands out in the integration of sustainable practices into the national culture and entrepreneurial activities, scoring 6.44 in SDGC1 and 6.75 in SDGC2, well above the global averages of 5.46 and 5.89 respectively. However, the country lags behind in government support for sustainability-oriented companies (SDGG1), scoring only 4.57, which is below the global average of 4.86. This gap highlights a crucial area for policy enhancement to better align governmental support with Slovenia's otherwise strong performance in sustainable development.

Figure 2

Pursuing the SDGs in Slovenia compared to the European and Non-European countries - average values, 2023

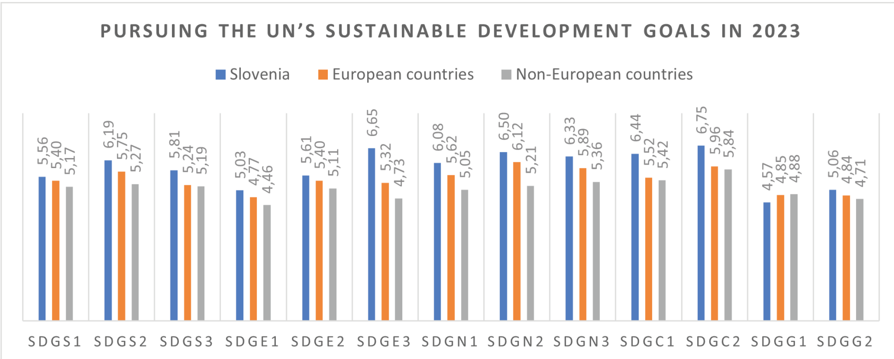


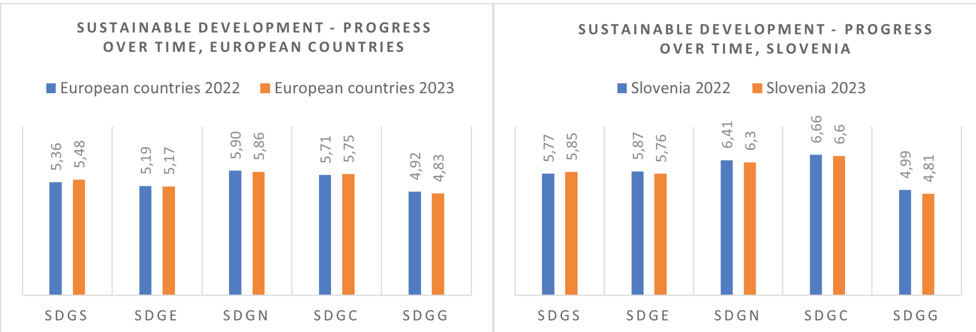
Figure 2 shows that Slovenia not only leads the global landscape, but also performs better compared to the average European country in terms of its commitment to sustainable development across a wide range of indicators. Slovenia scored well in integrating social responsibility into business activities (SDGS2) and in creating economic opportunities for minority groups (SDGE3), where it exceeded both the European and non-European averages. The country also performed particularly well in areas related to environmental practices (SDGN1, SDGN2 and SDGN3), outperforming European countries and significantly outperforming non-European countries. In terms of the cultural importance of sustainability (SDGC1) and entrepreneurial activities related to the SDGs (SDGC2), Slovenia again ranked above both the European and non-European countries, demonstrating its commitment to sustainability as a core national value and in business initiatives. The data reveals a differentiated picture of government support for sustainability-oriented companies in the various regions. In Slovenia, the average score of 4.57 is below the European average of 4.85, and also below the non-European average of 4.88. This deterioration suggests that Slovenia needs to rethink and possibly improve its support mechanisms to better align with or exceed regional and global standards. In the area of tax incentives and special rights for sustainability-oriented companies (SDGG2), on the other hand, Slovenia performs better than the European average of 4.84 and the non-European average of 4.71, with an average score of 5.06. This indicates a particular strength of Slovenia's approach to fostering a favorable environment for sustainable businesses through fiscal measures. This contrasting scenario highlights both opportunities and challenges for Slovenia. While the country demonstrates commendable effectiveness in providing tax incentives, which are crucial for encouraging businesses to adopt

sustainable practices, it needs to address the gaps in broader government support to maintain the overall momentum towards sustainability. A more comprehensive support that goes beyond tax incentives could strengthen Slovenia's position as a sustainability leader and ensure a balanced and robust support for companies that want to align with the SDGs.

Building on our understanding of Slovenia's position in sustainable development through regional comparisons, Figure 3 shifts our focus to temporal analysis. This figure shows the perceived progress of sustainable development and provides a perspective on the evolution of initiatives and outcomes. Through this time-lapse view, we can recognize the dynamic nature of sustainable development efforts and progress.

Figure 3

Perceived sustainable development progress – European countries and Slovenia



The results presented in Figure 3, articulated through a principal component analysis, provide a nuanced view of Slovenia's performance in the area of sustainable development during the specified period. This method, which ensures harmonized and weighted data, provides a robust multidimensional measure of Slovenia's performance.

In the area of social contribution and responsibility (SDGS), Slovenia's score increased from 5.77 to 5.85. This marginal improvement indicates that Slovenia is making progress in areas related to social impact and corporate responsibility. At the same time, the average score for European countries in this domain also increased from 5.36 to 5.48, indicating a common European trend towards improving social sustainability, with Slovenia's progress being slightly more pronounced. In terms of economic success (SDGE), Slovenia saw a slight decrease from 5.87 to 5.76, indicating challenges in the area of economic sustainability that may need to be addressed in order to be in line with long-term goals. In comparison, the European average dropped slightly from 5.19 to 5.17. Although the drop in Europe was smaller, it reflects the general economic pressures on the continent, with Slovenia being slightly more affected. In terms of good environmental practices (SDGN), Slovenia's score fell from 6.41 to 6.3. However, the European average also fell from 5.90 to 5.86, showing that environmental challenges are widespread and Slovenia is not alone in facing these hurdles, although its score remains above the European average, indicating a stronger performance in environmental stewardship. In the area of cultural support for sustainable development (SDGC), Slovenia has dropped from 6.66 to 6.6. Although this drop is minor, it indicates that the cultural foundations of sustainability can still be improved. Compared to the European average, which slightly increased from 5.71 to 5.75, Slovenia demonstrates a greater commitment to cultural support for sustainability and maintains a lead despite the decline. Finally, in government support for sustainable business practices (SDGG), Slovenia's score fell from 4.99 to 4.81. This decline is notable and calls for a reassessment of government incentives and support mechanisms for sustainability-focused businesses. The European average also fell from 4.92 to 4.83, indicating that governments across Europe may be struggling with similar issues. The decline in Slovenia was comparable to the wider European trend, albeit from a higher starting point. In summary, while Slovenia is making commendable efforts in the social and environmental areas, the comparative analysis suggests that economic pressures and government support for sustainable businesses are areas that require attention. Despite some declines, Slovenia's overall scores are generally above the European average and scoring above 6, indicating a positive ranking and a strong commitment to sustainable development. However, the year-on-year declines require concerted efforts to not only reverse these trends but also regain the momentum needed to meet the ambitious SDGs.

5 Conclusion

This comprehensive study evaluates the integration of the United Nations Sustainable Development Goals into Slovenia's national framework, comparing it with European and global benchmarks. Utilizing the data from 2022 and 2023 gathered from 3,690 national experts across 43 countries, the research identifies significant progress in aligning business practices and policies with the SDGs, but also points to areas where improvement is needed. In several key areas, such as social contribution, social responsibility in business, satisfaction with economic performance and economic opportunities for minority groups, Slovenia frequently outperforms both the European and global average. However, the results also highlight areas that need attention, particularly in government support for sustainable business, which lags behind despite Slovenia's proactive stance on energy efficiency and other sustainable practices.

The study reveals clear differences between European and non-European countries, particularly in areas such as economic opportunities for minorities and environmental practices. European countries generally have more robust mechanisms to promote sustainability due to strict regulations and a stronger cultural emphasis on environmental protection and social equality. The most notable differences were observed in energy efficiency, where European countries outperformed their non-European counterparts by a statistically significant margin in both 2022 and 2023. This indicates a more aggressive adoption of energy saving measures and technologies in Europe. However, the lack of statistically significant differences in other areas suggests that the importance of sustainable practices is equally recognized across the region, but actual implementation varies widely. These variations highlight a potential misalignment between the government policy and the operational needs of sustainability-oriented businesses.

Although Slovenia has made commendable progress in several aspects of sustainable development, a critical review and strengthening of the approach, particularly in the area of governance, is urgently needed. The findings call for a nuanced assessment of Slovenia's policies to ensure that they robustly support all facets of the SDGs. A reflective policy approach that goes beyond purely quantitative measures is essential to truly capture the nuances of each assessment area and ensure a comprehensive support for sustainable development. Fostering collaboration between the private sector, government and civil society is also essential to effectively address the comprehensive challenges of the SDGs. Slovenia's path to sustainable development should strike a balance between celebrating achievements and constructively focusing on areas that need further improvement. This balanced approach will not only support Slovenia's ongoing efforts, but also position the country as a leader in the field of sustainable development in the European context and beyond.

Dr. Katja Crnogaj, dr. Maja Rožman

Vrednotenje napredka pri doseganju ciljev trajnostnega razvoja Združenih narodov: primerjalna analiza

Prispevek obravnava napredek pri uresničevanju ciljev trajnostnega razvoja Združenih narodov (SDG) na nacionalni ravni, pri čemer se osredinjamo na Slovenijo in jo primerjamo z drugimi evropskimi državami ter globalnim okoljem. Raziskava uporablja podatke iz let 2022 in 2023, pridobljene z anketiranjem 3.690 nacionalnih strokovnjakov iz 43 držav. Glavni cilj je oceniti zaznani napredek na ključnih področjih trajnostnega razvoja, kot so: družbeni prispevek, družbena odgovornost, ekonomske priložnosti za ranljive skupine, okoljske prakse, energetska učinkovitost, nacionalne kulturne vrednote in vladna podpora podjetjem, usmerjenim v trajnostni razvoj. Leta 2015 so bili uvedeni cilji trajnostnega razvoja Združenih narodov (SDG), ki predstavljajo pomemben mejnik v globalnih prizadevanjih za spodbujanje blaginje in zaščito planeta. Teh 17 medsebojno povezanih ciljev obravnava ključne globalne izzive, kot so: revščina, neenakost, podnebne spremembe, degradacija okolja, mir in pravica. SDG so zasnovani kot načrt za boljšo in bolj trajnostno prihodnost do leta 2030. V tem kontekstu so podjetništvo in vladne politike ključni dejavniki, ki vplivajo na doseganje teh ciljev. V prispevku se osredinjamo na oceno napredka pri vključevanju teh ciljev v slovenski nacionalni okvir in primerjavo z drugimi evropskimi državami ter globalnim okoljem, pri čemer se naslanjamo na podane ocene 3.690 nacionalnih strokovnjakov iz največje svetovne raziskave podjetništva Globalnega podjetniškega monitorja (GEM). Takšna primerjalna analiza je ključna, saj omogoča boljše razumevanje, kje Slovenija stoji v primerjavi z drugimi državami v smislu trajnostnega razvoja in katere prakse so najučinkovitejše pri doseganju ciljev SDG. S tem lahko identificiramo *prednosti in slabosti slovenskega pristopa ter se učimo iz izkušenj drugih držav, kar omogoča oblikovanje boljših politik in strategij. Poleg tega taka analiza prispeva k boljšemu razumevanju globalnih trendov in izzivov, s katerimi se spoprijemajo države pri uresničevanju trajnostnih ciljev, kar je bistveno za usklajeno delovanje na mednarodni ravni. S sodelovanjem in z izmenjavo najboljših praks med državami lahko hitreje in učinkoviteje dosegamo globalne cilje trajnostnega razvoja, kar koristi ne le posameznim državam, ampak celotni mednarodni skupnosti. Raziskave, kot je ta, zagotavljajo tudi dragocene podatke, ki jih lahko uporabijo oblikovalci politik, podjetja in nevladne organizacije za spodbujanje trajnostnega razvoja ter prilagajanje svojih strategij ter operacij skladno z najboljšimi praksami.*

Analizo dvanajstih ključnih področij trajnostnega razvoja smo opravili na osnovi kvantitativnih podatkov iz GEM, ki so bili pridobljeni z anketiranjem nacionalnih izvedencev (strokovnjakov). Ocena napredka vključuje, kako nova in rastoča podjetja ter širše poslovno in politično okolje prispevajo k ciljem trajnostnega razvoja. Področja, ki jih zajema raziskava, vključujejo: družbeni prispevek podjetij, družbeno odgovornost, zanimanje vlagateljev za socialno odgovorna podjetja, ekonomske priložnosti za manjšine, uporabo do okolja prijaznih praks, energetsko učinkovitost, nacionalne kulturne vrednote glede trajnosti ter vladno podporo podjetjem, ki se osredinjajo na trajnost. Vsa področja so ocenjena na lestvici od 0 do 10, pri čemer višja ocena pomeni večjo usklajenost s SDG. Metode analize vključujejo primerjalno statistično analizo, oceno trendov ter neparametrične teste za primerjavo evropskih in neevropskih držav.

Izsledki raziskave kažejo na pomembne razlike med evropskimi in neevropskimi državami pri vključevanju ciljev trajnostnega razvoja v poslovne prakse. Evropske države na splošno kažejo boljšo uspešnost pri vključevanju okoljskih praks, kot sta energetska učinkovitost in zagotavljanje ekonomskih priložnosti za manjšinske skupine. To nakazuje, da so evropske države bolj proaktivne pri sprejemanju trajnostnih praks in da imajo predvsem razvitejše regulativne okvire za zaščito okolja. To omogoča podjetjem v evropskem prostoru lažji dostop do virov in podpore za implementacijo trajnostnih ukrepov. Evropske države prav tako pogosto izvajajo politike in iniciative, ki spodbujajo podjetja k sprejemanju okoljskih standardov, kar hkrati ustvarja konkurenčno prednost za trajnostno naravnana podjetja. Takšne politike ne le varujejo okolje, ampak tudi spodbujajo gospodarsko rast z ustvarjanjem novih delovnih mest v zelenih tehnologijah in inovacijah. Po drugi strani pa so trajnostne prakse v neevropskih državah manj razširjene, kar nakazuje na potrebo po večji podpori in izobraževanju na tem področju. Manj razširjena uporaba trajnostnih praks v neevropskih državah lahko izhaja iz različnih dejavnikov, vključno z gospodarskimi izzivi, s pomanjkanjem virov, kulturnimi razlikami in z manjšim pritiskom javnosti za varovanje okolja. V veliko neevropskih državah so podjetja mogoče bolj osredinjena na kratkoročno gospodarsko rast in preživetje, kar lahko vodi v zanemarjanje trajnostnih praks, ki se pogosto obravnavajo v kontekstu dodatnih stroškov. To poudarja potrebo po mednarodnem sodelovanju, (so)financiranju in tehnični pomoči, da bi spodbudili oziroma pospešili prehod k trajnostnemu poslovanju podjetij v teh državah. Poleg tega raziskava razkriva, da evropske države pogosteje implementirajo programe usposabljanja *in izobraževanja o trajnostnih praksah, kar omogoča podjetjem boljše razumevanje in izvajanje trajnostnih ukrepov. Vključevanje trajnostnih vrednot v izobraževalne programe na univerzah in v strokovnih šolah prispeva tudi k večji ozaveščenosti in sprejemanju trajnostnih praks med prihodnjimi generacijami poslovnih vodij. S tem se zagotavljata dolgoročna trajnost in konkurenčnost evropskega gospodarstva na globalnem trgu. Raziskava hkrati opozarja na pomembno vlogo vlad pri spodbujanju trajnostnega razvoja. Evropske vlade pogosto uvajajo politike, ki nagrajujejo trajnostna podjetja, na primer s subvencijami, z davčnimi olajšavami ali drugimi oblikami podpore. Takšne politike ustvarjajo ugodno okolje za trajnostne inovacije in prispevajo k hitrejšemu sprejemanju trajnostnih praks v celotnem gospodarstvu. V neevropskih državah pa je takšna podpora pogosto omejena, kar omejuje sposobnost podjetij, da se prilagodijo in sprejmejo trajnostne ukrepe.*

Izsledki raziskave nakazujejo na potrebo po uravnoteženem pristopu k trajnostnemu razvoju, ki vključuje regulativne spodbude pa tudi izobraževanje in podporo za podjetja. Evropske izkušnje kažejo, da lahko kombinacija močne politične podpore, učinkovitega zakonodajnega okvira in izobraževanja vodi v uspešno vključevanje ciljev trajnostnega razvoja v poslovne prakse. Tak pristop bi bil lahko vzor za neevropske države, ki si prizadevajo za izboljšanje svoje trajnostne uspešnosti. Slovenija, kot je razvidno iz raziskave, na splošno presega globalno povprečje pri vključevanju ciljev trajnostnega razvoja. Država se še posebej izkazuje na področjih, kot je družbena odgovornost, na katerih podjetja dajejo prednost družbenemu prispevku pred tem, da bi samo ustvarjali dobiček. Slovenska podjetja se tudi v veliki meri posvečajo okoljskim vprašanjem, zlasti na področju energetske učinkovitosti, kar je skladno z evropskimi smernicami, vendar pa Slovenija zaostaja pri vladni podpori podjetjem, usmerjenim v trajnostni razvoj, kar predstavlja pomembno področje za izboljšave. Čeprav Slovenija kaže visoko okoljsko ozaveščenost in vključuje trajnostne prakse v nacionalno kulturo ter podjetniške aktivnosti, obstajajo izzivi pri zagotavljanju vladne podpore, kar bi lahko okrepilo njen položaj kot vodilne države na področju trajnostnega razvoja.

Raziskava poudarja pomembno vlogo podjetništva in vladne podpore pri doseganju ciljev trajnostnega razvoja. V Sloveniji, tako kot v drugih evropskih državah, je zaznati visoko stopnjo družbene odgovornosti v podjetniških praksah, čeprav ostajajo izzivi pri zagotavljanju enakih ekonomskih priložnosti za vse skupine prebivalstva, zlasti za manjšine, in pri zagotavljanju dosledne vladne podpore za trajnostno naravnana podjetja. To nakazuje, da je ključno, da Slovenija izboljša svoje strategije vladne podpore in zagotovi, da so te usklajene s potrebami podjetij, ki se osredinjajo na trajnost. Slovenija mora uravnotežiti svoje dosežke s konstruktivno kritiko področij, ki potrebujejo nadaljnje izboljšave. To vključuje predvsem krepitev sodelovanja med zasebnim sektorjem, vlado in civilno družbo za učinkovito naslavljanje celostnih izzivov ciljev trajnostnega razvoja. Krepitev politik, ki podpirajo trajnostna podjetja, in zagotavljanje, da so ta podjetja enakovredno podprta na vseh ravneh, bo ključnega pomena za nadaljnje izboljšave in premik k bolj trajnostnemu poslovanju ter trajnostnemu razvoju. Tak pristop bo ne le podpiral nadaljnjih prizadevanj Slovenije, ampak bo državo tudi postavil kot vodilno na področju trajnostnega razvoja v evropskem in *globalnem kontekstu. Poleg tega je trajnostni razvoj nenehen proces, ki zahteva stalno prilagajanje ter izboljšave politik in praks. S tem bo Slovenija zagotovila dobro osnovo za doseganje trajne konkurenčnosti in prispevala h globalnim prizadevanjem za trajnostno prihodnost.*

LITERATURE

1. Abereijo, I. O. (2016). Ensuring environmental sustainability through sustainable entrepreneurship. in a. goswami and a. mishra (eds.), economic modeling, analysis, and policy for sustainability (pp. 234–249). IGI Global.
2. Belz, F., & Binder, J. (2017). Sustainable entrepreneurship: A convergent process model. Business Strategy and The Environment, 26(1), 1–17. https://doi.org/10.1002/bse.1901
3. Bocken, N. M. P., Ritala, P., & Huotari, P. (2020). The role of government in fostering eco-innovation and green business models. Technological Forecasting and Social Change, 153, članek 119926. https://doi.org/10.1016/j.techfore.2020.119926
4. Bosma, N., & Kelley, D. (2019). Global entrepreneurship monitor 2018/2019 global report. Global Entrepreneurship Research Association, Business School.
5. Coardos, I., Pinter, I., Ciovirnache, V., & Robescu, D. (2023). Facts on sustainable entrepreneurship. scientific bulletin of the Politehnica University of Timişoara Transactions on Engineering and Management.
6. Cohen, B., & Winn, M. I. (2007). Market imperfections, opportunity and sustainable entrepreneurship. Journal of Business Venturing, 22(1), 29–49. https://doi.org/10.1016/j.jbusvent.2004.12.001
7. Dhahri, S., & Omri, A. (2018). Entrepreneurship contribution to the three pillars of sustainable development: What does the evidence really say?. World Development, 106, 64–77. https://doi.org/10.1016/j.worlddev.2018.01.008
8. Doherty, B., Haugh, H., & Lyon, F. (2014). Social enterprises as hybrid organizations: A review and research agenda. International Journal of Management Reviews, 16(4), 417–436. https://doi.org/10.1111/ijmr.12028
9. Galindo-Martín, M., Castaño-Martínez, M., & Méndez-Picazo, M. (2020). The relationship between green innovation, social entrepreneurship, and sustainable development. Sustainability, 2(11), 44–67. https://doi.org/10.3390/su12114467
10. Goyal, P., Rahman, Z., & Kazmi, A. A. (2020). Green entrepreneurship and government support: A literature review. Journal of Cleaner Production, 245, 118–726. https://doi.org/10.1016/j.jclepro.2019.118726
11. Hall, J. K., & Wagner, M. (2012). Policy interventions to foster sustainable development and innovation. Journal of Business Ethics, 118(2), 289–302. https://doi.org/10.1007/s10551-012-1580-8
12. Hall, J. K., Daneke, G. A. & Lenox, M. J. (2010). Sustainable development and entrepreneurship: Past contributions and future directions. Journal of Business Venturing, 25(5), 439–448. https://doi.org/10.1016/j.jbusvent.2010.01.002
13. Huđek, I., & Bradač Hojnik, B. (2020). Entrepreneurial activity indicators and social development goals: empirical evidence. Journal of Innovation and Entrepreneurship, 9(1), 1–22. https://doi.org/10.1186/s13731-020-00126-4
14. Johnson, M., & Schaltegger, S. (2020). Entrepreneurship for sustainable development: A review and multilevel causal mechanism framework. Entrepreneurship Theory and Practice, 44(6), 1141–1173. https://doi.org/10.1177/1042258719867557
15. Kivimaa, P., & Kern, F. (2021). Creative destruction or mere niche support? Innovation policy mixes for sustainability transitions. Research Policy, 50(1), 104–114. https://doi.org/10.1016/j.respol.2020.104114

16. Kolk, A., Kourula, A., & Pisani, N. (2017). Multinational enterprises and the sustainable development goals: What do we know and how to proceed? Transnational Corporations, 24(3), 9–32. https://doi.org/10.18356/b4b09454-en
17. Kuckertz, A., & Wagner, M. (2010). The influence of sustainability orientation on entrepreneurial intentions — Investigating the role of business experience. Journal of Business Venturing, 25(5), 524–539. https://doi.org/10.1016/j.jbusvent.2009.09.001
18. Omri, A. (2017). Entrepreneurship, sectoral outputs and environmental improvement: International evidence. Technological Forecasting and Social Change, 128, 46–55. https://doi.org/10.1016/j.techfore.2017.10.003
19. Schaltegger, S., & Wagner, M. (2011). Sustainable entrepreneurship and sustainability innovation: categories and interactions. Business Strategy and the Environment, 20(4), 222–237. https://doi.org/10.1002/bse.682
20. Singh, B., & Indravesh. (2023). The Impact of cultural and economic factors on social entrepreneurship and sustainable development goals. Journal of Law and Sustainable Development, 11(6), 1193. https://doi.org/10.55908/sdgs.v11i6.1193
21. York, J. G., & Venkataraman, S. (2010). The entrepreneur-environment nexus: Uncertainty, innovation, and allocation. Journal of Business Venturing, 25(5), 449–463. https://doi.org/10.1016/j.jbusvent.2009.07.007
22. Zioło, M., & Ghoul, M. (2019). The role of the government in enhancing sustainable entrepreneurship. International Journal of Business and Globalisation (IJBG), 22(4), 595–617. https://doi.org/10.1504/IJBG.2019.101803

Dr. Katja Crnogaj, izredna profesorica na Ekonomsko-poslovni fakulteti Univerze v Mariboru
E-naslov: katja.crnogaj@um.si
Dr. Maja Rožman, docentka na Ekonomsko-poslovni fakulteti Univerze v Mariboru
E-naslov: maja.rozman1@um.si

Asmaeil Ali Mohammed Khmaaj, Biljana Ilić, PhD, Bojana Ostojić, PhD

Green Management and Marketing – Part of Socially Responsible Organizations

DOI: https://doi.org/10.55707/eb.v11i2.144

Review article

UDC 005.55+339.13:502.131.1

KEYWORDS: green management, responsible business, organization, green marketing, sustainable development

ABSTRACT – Sustainable development is defined as balanced social, cultural and economic advancement without putting the environment in jeopardy. VGreen marketing, also known as ecological marketing, and environmental management are two ways that green activities are demonstrated. It might be argued that the term »green« is truly associated with sustainable development, because both sciences are critical to the operations of businesses and the effective management of those businesses toward their objectives. A contemporary approach to environmental management is ecological management. Eliminating detrimental influences and behaviors connected to people's health is the primary objective of such a system. Promoting products considered safe for the environment is known as environmental marketing. Green marketing, as a distinct scientific field, encompasses a range of initiatives that address products and increase public understanding of the value of a healthy environment and its preservation. Businesses that use green marketing and management practices are very socially conscious; in other words, they operate under the tenet of socially responsible business. To accomplish the established organizational goals, the article will discuss green management and green marketing with an emphasis on socially conscious companies.

Pregledni znanstveni članek

UDK 005.55+339.13:502.131.1

KLJUČNE BESEDE: zeleno gospodarjenje, odgovorno poslovanje, organizacija, zeleni marketing, trajnostni razvoj

POVZETEK – Trajnostni razvoj je opredeljen kot uravnotežen družbeni, kulturni in gospodarski napredek brez ogrožanja okolja. Zeleno trženje, znano tudi kot ekološko trženje, in okoljsko upravljanje sta dva načina za prikaz zelenih dejavnosti. Lahko bi trdili, da je izraz zeleno resnično povezan s trajnostnim razvojem, ker sta obe znanosti ključnega pomena za delovanje podjetij in učinkovito upravljanje teh podjetij v smeri njihovih ciljev. Sodoben pristop k ravnanju z okoljem je ekološki management. Odpravljanje škodljivih vplivov in vedenj, povezanih z zdravjem ljudi, je primarni cilj takšnega sistema. Promoviranje izdelkov, za katere se domneva, da so varni za okolje, je znano kot okoljsko trženje. Zeleno trženje kot posebno znanstveno področje obsega vrsto pobud, ki obravnavajo izdelke pa tudi povečanje razumevanja javnosti o vrednosti zdravega okolja in njegovega ohranjanja. Podjetja, ki uporabljajo zelene tržne in upravljavske prakse, so zelo družbeno ozaveščena; z drugimi besedami, delujejo po načelu družbeno odgovornega poslovanja. Za doseganje zastavljenih organizacijskih ciljev bo članek obravnaval zeleni management in zeleni marketing s poudarkom na družbeno ozaveščenih podjetjih.

1 Introduction

The moral arguments of today's generations must be strong in terms of adequate chances for future development and the survival of the offspring, given that the modern world is already largely faced with the need for global, shared responsibility for

Prejeto/Received: 26. 9. 2024
Sprejeto/Accepted: 4. 10. 2024

development by the needs of people and nature (Ilic, 2023). Future generations might be allowed to develop at the same or even higher rate in the right manner. Thus, it can be said that the relationship between economic growth and the environment, while respecting the principles of ecological systems, constitutes the fundamental idea of sustainable development (Ilic & Stankovic, 2023). The sensible utilization of the state's natural resources is the goal of this idea, which also aims to improve the quality and the environment (Đurić & Ilić, 2023). To attain sustainable development, it is imperative to establish novel social values grounded in human resource knowledge, creativity and ability – that is, on the establishment of quality management – as well as engage in a plethora of marketing initiatives that aim to convert the existing society into a learning society (Marčinko, 2019). The development of a sustainable strategy requires ethical management and commercial practices that prioritize environmental preservation over profit-making. It is currently challenging to distinguish between green activities and other scientific disciplines (Ilić et al., 2017). According to Stojanović et al. (2017), green management adheres to sustainability policies, and green marketing raises awareness among producers and final users of the value of protecting the environment rather than polluting it. A crucial phase in implementing the sustainable development strategy is establishing a mechanism for ongoing data and information gathering to gauge its effectiveness. This involves promptly informing relevant institutions and organizations about the "points" at which the activities being undertaken are successful or unsuccessful (Cindrić, 2019). Informisanje o održivosti i održivim aktivnostima sa težnjom promovisanja ciljeva održivog razvoja je tema kojom su se bavili mnogi autori (Katila et al., 2019; Moldan, 2016; Fund, 2015; Sachs, 2012).

The corporate sector has taken another step forward in the concept of sustainable development with the establishment of the Environment, Social, Governance (ESG) framework. ESG is a collection of principles that guide business policies to ensure that they are consistent with the ideals of sustainable development in the areas of environment, social responsibility and corporate governance (Park et al., 2022). Global governments are working hard to implement information-related standards, such as reporting on firms' sustainable operations. Modern businesses acknowledge the need of adhering to the ESG concept for their operations, therefore strong and influential "players" stimulate competition in offering green agendas. The current novelty is "green management," a principle under which corporations encourage their managers to incorporate more ESG principles into their operations (Wang et al., 2016). Several prominent companies, like MasterCard, Apple, Deutsche Bank and Papa John's, consider ESG factors when calculating employee bonuses (Gecić-Law, 2022). Mastercard's program has sparked a trend of integrating compensation with ESG across corporations across industries. Apple is also implementing ESG adjustments for executive bonuses (Egorova et al., 2022). Deutsche Bank intends to link executive salary to ESG and sustainable finance standards. Papa John's prioritizes long-term success and has a good impact on the environment. Companies are linked to incentive compensation that emerges from satisfying ESG goals, illustrating the relevance of corporate responsibility.

Based on the foregoing, it is possible to conclude that the relevance of ESG has increased, implying that an increasing number of organizations would implement such policies. However, it should be noted that tying compensation to ESG can potentially pose a danger for businesses. For example, focusing on a certain area of ESG can detract a corporation from reaching a larger aim. Before combining ESG goals with employee and manager incentives, firms must first understand the purpose and practicality of ESG measures. Large corporations can achieve a balance between sustainable management and sustainable operations by proactively incorporating the ESG concept into their operations while deliberately accepting risks. Green management is strongly tied to the ideas of moral justice and economic ethics, whereas green marketing serves as a link between green management and end consumers by promoting ecological and healthy products. The paper will discuss both activities, as well as the significance of socially responsible business.

2 Methodology

The paper represents a modest contribution to the development of academic thought on sustainable development and sustainable activities within organizational business and consumer relations.

The methodology on which the authors based their observations in the paper is of a descriptive type, with the research of adequate literature in the field of green management, as well as in the field of green marketing. After the introductory part, the authors presented the principles of green management, as well as the basic stages of eco-management. By highlighting the most important goals of eco-management, the authors also reviewed the golden rules of green management and the consequences of not following them.

In the part of the paper related to green marketing, emphasis is placed on the European Union's Ecolabels, which refer to compliance with strict environmental requirements during the life cycle of both organizations and products. The specific requirements for the Ecolabel highlight the importance of stimulating the circular economy, with the tendency to direct manufacturers to provide products that can be recycled – while giving guidance to organizations and companies to reduce the negative consequences for the environment.

In the section of the article that refers to the importance of green impacts for socially responsible business operations of organizations, the authors highlighted the importance of Corporate Social Responsibility (CSR) practices, citing four key points for providing clients with products and services with better values.

3 Green Management

A way of thinking that is based on the fundamental principle of moral justice, i.e. that all people have equal rights to the broadest basic freedoms that do not contradict the freedom of others, is a viable way of thinking. The right of the present generation to use resources and the right to a healthy environment must not jeopardize the same rights of the following generations. Responding to the demands of today's generation without destroying the possibilities for future generations to respond to their demands also belongs to the essence of sustainable development (Kirn, 2000). In modern business conditions, but mostly because of the alarming situation regarding the maintenance of a healthy environment, many scientific activities have received the descriptive adjective "green". Thus, today there is no more talk about classical management, but about green or ecological management, which is very broad (Djukic & Ilic, 2021). Ecomanagement can be defined as the process of allocating natural and artificial resources, but in such a way as to reach the optimum use of the environment in meeting the basic human needs at a minimum and, if possible, on sustainable grounds (Hegedić, 2017). Green or eco-management is a new type of control of all human activities, which have a significant impact on the environment. In other words, environmental management includes decision-making processes that regulate the impact of human activities on the living space. Based on the concept of sustainability, the central place is occupied by the use of the capacity of the environment for human progress and development, but in such a way that it is not damaged or completely exhausted (Mihajlovic et al., 2017). Environmental quality management is a complex multidisciplinary task whose strategic basis is the principles of sustainable urban development, and which can be successfully achieved if there is well-conceived eco-management in the environment itself. Protection and management of the environment are an integral part of management – management at all organizational levels and in all business functions. For this purpose, the management should introduce a continuous process that must be coordinated by social and economic processes (employee safety, health protection, etc.) (Chen et al., 2024; Nadrljanski et al., 2023). The principles and elements of environmental management can take the following strategies (Ilić et al., 2017):

- environmental protection policy;
- planning, introduction and implementation;
- checking and corrective measures;
- review, improvement and continuous improvement of the environment.

In each of the listed environmental management strategies, i.e. ecological management, there are four basic phases (Ilic et al., 2018):

- the identification phase – obtaining information based on which one would come to know about the potential effects of pollution;
- monitoring phase – immediate monitoring and measurement of pollutants, their distribution and localization;
- the valorization phase – ends in the sum of all information related to the environment that was obtained in earlier phases; and

- regulation phase – application of various instruments and measures aimed at an effective management of the environment.

For directing the desired state of the environment in the future, prognostic -planning methods and models must be used to bring the management to the exact level. For this reason, it is necessary to influence the development of environmental management methods, both at the theoretical level and at the level of regulations, standards and instructions. The management model must show a good relationship between the subjects (competent state bodies) and the management object (environmental elements), management means (laws and plans), as well as the position of management instruments (regulations, standards, norms, criteria and information) (Mihajlović et al., 2017). The implementation of planning solutions is based on the coordinated application of instruments and measures in various areas of development guidance, construction and use of space, and environmental protection. The strategic planning of ecological management integrates the potential for managing changes in space, but also the long-term time horizon, occupying the position of a catalyst for the harmonization of public, social and private interests. The concept of ecological management in the function of sustainable socio-economic development, with goals that it strives to achieve in modern business and living conditions, becomes the cornerstone of planning the further development of human society. The main goals that are the basis of ecological management are the following (Stojanovic et al., 2017):

- prevention and solution of environmental problems;
- establishment of borders;
- establishment and maintenance of institutions that effectively support ecological research, monitoring and management;
- warning of dangers and identifying opportunities to overcome them;
- maintaining and, if possible, improving existing resources;
- improving the quality of life;
- identifying useful new technologies or policies.

A lot can be said about each of these goals, but their essence is common to all of them, which can be expressed as an aspiration towards environmental protection. Table 1 shows the so-called golden rules of eco-management, as well as the consequences of not respecting them (Ilic et al., 2018; Stojanovic et al., 2017).

Table 1

The golden rules of green management and the consequences of not following them

Golden rules of eco-management	Consequences of not following the rules
The substitution rule states that non-renewable resources should be used up to the point when renewable resources can take their place.	Non-renewable resources are being depleted and will eventually disappear.
Reduction rule: The maximum amount of renewable resources that can be used should not be used	Resources cannot be renewed due to their regeneration rate, which determines the renewal period. Violating the planet's inherent equilibrium
ú The rule of assimilation states that dangerous compounds and greenhouse gases should not exceed the ability of the environment to absorb them.	Exceeding the natural environment's absorption capacity causes catastrophic events and the extinction of many animal and plant species. Human health is damaged.

Ilic, B., Nikolić, M. & Simeonović, N. (2018)

It can be seen from the table that the important rules are substitution, reduction and assimilation. In other words, it is necessary to replace non-renewable resources with renewable ones, and to consume natural resources in a planned way so that they are not exhausted, that is, it is necessary to monitor the period of their regeneration. Finally, the rule of assimilation obliges all participants in economic and other activities to reduce the emission of harmful substances into the environment, i.e. to ensure that the rate of environmental pollution does not exceed the optimal level.

4 Green Marketing

Marketing is a contemporary business concept that is always evolving and improving. Three marketing strategies, according to Charter, Peattie, Otmany and Polansky (2002), demonstrate the growth of this field and the existence of environmental commitment on the part of the economy and economic players.

The first is ecological marketing, which was established in the 1970s to oppose environmentally harmful products and industrial techniques.

The second is green marketing, which first appeared in the 1990s and is a response to the necessity for substantial adjustments to customary consumption patterns to lessen adverse environmental effects.

The third is sustainable marketing, which aims to continually satisfy consumer requirements while producing, delivering and creating sustainable solutions (Charter et al., 2002).

An approach that stresses products and production methods that improve environmental performance, encourage environmental processes or solve environmental problems is what environmental marketing is, according to Torelli and Rodas (2024). The uniqueness of the supply and demand connection is the most crucial factor in environmental marketing. The development of ecologically friendly products that are intended to reduce their adverse effects on the environment is included in the field of green marketing. Green marketing, as part of a holistic marketing concept, includes a wide range of activities, such as customizing products, altering production processes, improving product packaging and labeling systems and engaging in the least harmful form of advertising to continuously raise awareness of the significance of green marketing.

According to Ćurčić et al. (2019), the United Nations Environment Program defines green marketing as any endeavor aimed at enhancing the ecological footprint of products or those that align with social norms. Every tool in the marketing mix has a green perspective, according to the principles of green marketing (Milanović et al., 2022). A green product is one whose use has the least negative effects on the environment, even though there is no product on the market that does not affect the environment. An ideal product would be natural, sustainable in the environment and made from recycled resources. It meets the needs of clients who care about the environment. The green product is made using the least amount of natural resources and with the least amount of adverse environmental effects feasible throughout its life cycle. Considering that stricter standards must be met to produce green products and that limited production is required, the cost of producing them is greater. A manufacturer of green products may find themself at a competitive disadvantage as a result of these issues. However, creating eco-friendly items can also be a useful tactic for setting the business apart from the competitors. A brand distinguishes itself from the competition by highlighting the advantages of green products – both practical and emotional – in comparison to traditional items that fulfill the identical demands of consumers. In other words, the business gains from the segment of the market that is prepared to pay more for goods that are favorable to the environment. Awarded to goods and services that uphold strict environmental requirements throughout their life cycle is the European Union Ecolabel. The specified requirements for Ecolabel stimulate the circular economy, push manufacturers to provide recyclable items and provide companies with instructions to reduce their negative environmental consequences.

Table 2

Product/Services number with Eco-Label (EU)

Country	Number of eco-labeled products/services
Spain	17,139
Italy	13,181
France	8,347
Germany	7,780
Belgium	5,582
Sweden	5,521
Czech Republic	5,187
Portugal	5,109
Greece	3,559
Poland	3,175

European Commission

The number of products/services with the Ecolabel climbed by 7%, and the number of Ecolabels issued increased by 8%, according to the data from the European

Commission for September 2021 compared to March 2021. 23 product categories and 83,590 Ecolabeled goods or services were registered on the European Union market as of September 2021. According to national statistics, businesses in Germany (17%), France (16%) and Italy (15%) received the most Ecolabels. When considering goods and services, the situation is comparable. The high percentage of goods and services bearing Ecolabels is a feature shared by Germany (9%), Spain (21%), Italy (16%) and France (10%). Table 2 lists the EU member states with the highest proportion of goods and services bearing the Ecolabel.

Economic, ethical, legal and environmental concepts are all intended to be incorporated into business through socially responsible marketing, which is a part of holistic marketing. It entails taking into account the public's interests as well as the ethical, legal and social norms, in addition to the social environment's background. It also includes marketing initiatives and actions, keeping in mind that the effects and causes of marketing affect not just the company and its customers but also society at large (Kotler & Keller, 2006).

5 The Importance of Green Impacts for Socially Responsible Operations of Organizations

In times of change, the idea of corporate social responsibility, or CSR, becomes increasingly significant in business operations. This is mainly because of the connection between the primary goal of the operation, which is to conduct business, and the benefits and duties that flow from it. This corporate idea benefits the world in many ways, in addition to the company itself. Globally, the search for stable and sustainable businesses has already started to alter people's lifestyles and corporate cultures. This idea encompasses several concepts, such as "corporate citizenship," "socially responsible business," "corporate responsibility" and "corporate sustainability." Notwithstanding various forms and interpretations, this idea – which is recognizable – fits the bill in recent years as a crucial component of a new, sustainable economic model that denotes the understanding of the business sector's altered role and significance in contemporary global society, as well as the responsibility that follows. This highlights the significance of corporate social responsibility (CSR) and emphasizes that it is an integral part of business operations, as the firm is accountable for its environmental impact. Achieving the best possible quality of life for all actors and stakeholders while maintaining the company's profitability is the aim of implementing socially responsible business practices. A company that practices socially responsible business encompasses all of its operations and sphere of influence, as well as the connections it makes: what it produces, how it purchases and sells, how it recruits, develops and influences human resources, how much it invests in the community, and how it treats people and labor rights, as well as how it contributes to the preservation of the environment. Every company's primary objective should be to produce, but not at any cost. Instead, socially conscious business practices should be the cornerstone of any successful enterprise.

The business learns when and why something is incorrect or not moving in the proper direction, much like the players in the game. Concurrently, the environment and the general public are also condemned. Management needs to redouble its efforts to find a purpose when a company starts to stray. It begs the question: What does it do for a living and what do customers value? Why is he working there? What distinguishing characteristics does it have as a firm or organization? The most demanding challenges a firm will ever face are these seemingly straightforward ones. These are the kinds of questions that prosperous businesses always ask and are prepared to address. It is a sign of strength, not insecurity, to ask such fundamental questions (Jugović et al., 2015). The foundation of socially responsible behavior is the incorporation of economic, social and environmental aspects into the organization's routine business operations, which advances both the company's and society's advancement. The following domains are critical to socio-economic business: local community, workplace, environment and market. These days, market-oriented businesses incorporate sustainable development into their core business plans. An important position for environmental responsibility is held by the organization's corporate culture and management style. It is necessary for strategic management to tackle the development process holistically. This implies that it has to evaluate all aspects of the organization's operations, including marketing, finance and human resources. The engagement of all employees is the foundation for the strategic development of a contemporary firm (Filipović & Kostić-Stanković, 2014).

5.1 The business's socially conscious activities provide customers with better value.

Key considerations in strategic marketing include whether businesses should carry out their current tasks or take on new ones, which markets and products are crucial for their survival, expansion and development, which new products to produce and which markets to seek out, in addition to the responses to the following queries: given the company's prospective opportunities, how can one identify those markets where one can achieve a distinct edge over competitors? To achieve optimal results with a socially responsible business, rational spending and future-oriented conservation, the company must continuously monitor which of its current products should be abandoned or repositioned, as well as how to allocate the company's resources to individual products (services) and jobs. Continuous learning thus enables the discovery of effective methods for innovating the value provided to customers and generating new value, which serves as the foundation for a competitive edge in the market. A culture that is focused on the market provides a foundation for understanding the higher value that the firm should give. A corporation has the best chance of providing the market with higher value if it is seen as a learning organization (Kabirg & Shanmugan, 2011). A company needs to differentiate its offer and position itself about other companies' offers for customers to recognize the differences between its offer and those of its competitors. This offers a practical foundation for building a long-term, lucrative position based on providing customers with exceptional value. An advantage in intangible market assets serves as the foundation for developing a competitive advantage (reputation, distinctive knowledge, brand integrity). Only when the total customer experience is extremely pleasant relative to the expectations and their impression of competitors' counterparts can superior value be created. Superior consumer value is determined by four factors: organizational processes, innovation and change processes, commitment and delivery capacity, knowledge and resources, and capability. This translates to four key points: (1) what the company does well and what matters to customers; (2) the benefits and staff's capacity to serve customers, which customers observe in their interactions with the company; (3) the organizational processes of value creation, which take place in the most customer-friendly manner; and (4) innovation and process modification in response to shifting customer preferences. This is significant since various consumers purchase various kinds of value (Đukić, 2007). Numerous analyses have demonstrated how the values of different consumer groups differ. "A lot of people believe that providing a higher value to customers is a key factor in gaining a competitive edge that lasts a long time. There is a connection between the customer pleasure paradigm and the value for consumers paradigm (Đukić, 2007). Customers are a very important asset that may be enhanced by interacting with other members of business networks; they are similar to the first and last link in a chain (Stanković & Đukić, 2013). In the modern economy, consumer-business relationships are evolving beyond traditional transactions to take on new forms and structures. Strategy is a circular movement of where organizations are and where they want to be (Chandhry & Maggon, 2015). Understanding and characterizing the market serves as the foundation for a common competitive environment.

At the same time, the business renounces the desires, individuals and situations in which the organization cannot participate, that is, in which it cannot satisfy them when it chooses potential needs, persons and situations. Marketers see the components of a category – needs, target market, situation and product – as fixed and immutable once they adopt it (Kotler et al., 2006). It is unclear whether it is possible to regard the consumer-related components as static, fixed categories. Customers demand what, when and how much from the goods. The limit is ever-evolving due to their expanding desires, thus firms aim to fulfill consumers by arbitrarily determining the limit of their expectations.

The business misleads itself about when to set boundaries to satisfy expectations, how far to push things and when to give up. Furthermore, the only people who can identify and remove the so-called "knowledge barriers" are businesses and their managers who work directly with customers in the marketplace. Thus, the notion that the products that corporations offer can only be helpful to those who are looking for them is called into question rather than the identification of wants and the characterization of the market, which are the fundamental tenets of marketing. It is not enough to simply drag managers from their desks to witness the horror firsthand; it is also necessary to receive firsthand feedback from their most disgruntled clients to break down the knowledge barriers. Don't depend on consumer surveys. How frequently does the organizational management team meet with the most disgruntled consumers to hear their grievances, and how actively does it monitor the market? Has the company ever questioned why sales don't reflect the level of trust they have in their offering? In other words, meeting in person and listening to unsatisfied consumers is incomparable (Yeung, Ramasamy, 2007).

6 Conclusion

In the modern business world, green marketing – one strategy for socially conscious business and marketing – as well as the growth of corporate environmental sustainability and social responsibility receive increased attention from scholars and practitioners. Delivering significant value to stakeholders while having a negligible negative impact on the environment is the main goal of green marketing. It is not always simple to maximize stakeholder happiness, organizational success and environmentally conscious business, i.e. to align marketing strategy with social responsibility strategy.

In light of the aforementioned, this study offers a green marketing orientation from the management and marketing perspective, emphasizing the significance of this approach in coordinating social responsibility with marketing and management plans.

According to a review of an earlier research, there has been a noticeable increase in interest from the scientific community in the field of green marketing research and green management orientation from a micro perspective since the turn of the 20th century. The growth of green marketing made it possible to include green orientation in corporate adoption and realization processes, particularly those involving marketing and management strategies.

The alignment of social responsibility and marketing-management strategies is achieved by acting holistically through the strategic, tactical and internal components of green marketing and management orientation. This strengthens the organization's environmental responsibility and creates a long-term sustainable competitive advantage. The degree of ecological consciousness and green orientation exhibited by managers plays a crucial role in fortifying organizations that prioritize green marketing and green management, particularly in terms of the organizations' internal aspects.

Asmaeil Ali Mohammed Khmaaj, dr. Biljana Ilić, dr. Bojana Ostojić

Zeleni management in marketing – del družbeno odgovornih organizacij

Družbena odgovornost podjetij, zeleni management in zeleni marketing so pomembni dejavniki, ki poudarjajo moralne vrednote poslovanja, tj. trajnostne organizacijske prakse. Članek je pregledni prispevek, ki na enem mestu povzema podrobnejše literarno raziskovanje o medsebojnih povezavah med managementom, marketingom in družbeno odgovornim poslovanjem. Z analizo prejšnjih akademskih del, teore-

tičnih izhodišč in določenih praktičnih ukrepov v organizacijah avtorji poudarjajo razvoj akademske misli in vpliv, ki ga imajo zelene aktivnosti, kot sta management in marketing, na podjetja na splošno, ne glede na dejavnost, s katero se ukvarjajo. Moralni argumenti današnjih generacij morajo biti močni v smislu ustreznih možnosti za prihodnji razvoj in preživetje potomcev, saj se sodobni svet že v veliki meri spoprijema s potrebo po globalni, deljeni odgovornosti za razvoj skladno s potrebami ljudi in narave. Prihodnjim generacijam je treba omogočiti danes, takoj, razvoj v enakem ali boljšem tempu na pravilen način. Razmerje med gospodarsko rastjo in okoljem, ob spoštovanju načel ekoloških sistemov, predstavlja temeljno idejo trajnostnega razvoja. Razumna uporaba naravnih virov vsake države – globalno – je glavni cilj te ideje, ki si prizadeva izboljšati kakovost okolja. Za dosego trajnostnega razvoja je treba vzpostaviti nove družbene vrednote, ki temeljijo na znanju, ustvarjalnosti in na sposobnosti človeških virov, torej vzpostaviti kakovostno upravljanje in se vključiti v množico marketinških pobud, ki imajo cilj preoblikovati obstoječo družbo v učečo se družbo. Razvoj trajnostne strategije zahteva etično vodenje pa tudi razvoj gospodarskih praks (za prinašanje dobička), ki dajejo prednost ohranjanju okolja pred ustvarjanjem dobička. Trenutno je izziv razlikovati med zelenimi dejavnostmi in drugimi znanstvenimi disciplinami. Po mnenju veliko avtorjev se zeleni management izvaja v okviru politike trajnostnega organizacijskega vodenja, medtem ko zeleni marketing ozavešča proizvajalce in končne uporabnike o pomenu varovanja okolja. Zato, namesto da bi onesnaževali naravo in ne bi bili pozorni na njeno ohranjanje, zelene discipline, kot sta management in marketing, opozarjajo na nasprotne prakse – treba se je naučiti, da je okolje prednostna naloga prvega reda. Ključna faza pri izvajanju trajnostne razvojne strategije je vzpostavitev mehanizma za neprekinjeno zbiranje podatkov in informacij z namenom ocene njihove učinkovitosti. To pomeni pravočasno obveščanje relevantnih institucij in organizacij o »točkah«, na katerih so bile izvedene aktivnosti uspešne ali neuspešne. Strategija »zelenega marketinga«, ki jo podjetja uporabljajo za ustvarjanje in promocijo do okolja prijaznega in trajnostnega blaga in storitev, ima majhen ali povsem neškodljiv učinek na okolje. Okoljske koristi izdelkov, kot so: njihova nizka ekološka (ogljična) sled, energetska učinkovitost in možnost recikliranja, so pogosto poudarjene v praksah zelenega marketinga. Nasprotno pa se družbena odgovornost podjetij (CSR) nanaša na samoiniciativne projekte in prakse podjetja, ki imajo pozitiven vpliv na družbo in okolje. CSR-pobude pokrivajo širok spekter dejavnosti, vključno z dobrodelnostjo, s pobudami za razvoj skupnosti, z etičnim korporativnim vedenjem in z do okolja prijaznim obnašanjem podjetij. V današnjem poslovnem okolju je kombinacija zelenega marketinga in družbeno odgovornega poslovanja izjemno pomembna. Ko se okoljski problemi poslabšajo – kot je bilo opaženo v zadnjih letih –, končni potrošniki pozorneje spremljajo, kaj kupujejo, ter vse bolj upoštevajo blago in storitve, ki ustrezajo njihovim okoljskim standardom. Prav tako deležniki, vlagatelji in zaposleni pritiskajo na podjetja, da sprejmejo proaktivne ukrepe za reševanje družbenih in okoljskih vprašanj. Ugled in podoba blagovne znamke organizacije se lahko okrepita s konvergenco zelenega marketinga in družbene odgovornosti podjetij. Odgovornost v njihovih osnovnih poslovnih postopkih lahko poveča zvestobo potrošnikov, ki izstopajo na prenatrpanem trgu. Sprejetje trajnostnih praks lahko pri-

nese tudi prihranke stroškov, zmanjšano uporabo virov in dolgoročno odpornost podjetja. Z oblikovanjem okvira »Environment, Social, Governance« (ESG) je korporativni sektor napredoval pri razumevanju trajnostnega razvoja. ESG je nabor načel, ki usmerjajo poslovne prakse, da zagotavljajo skladnost z vrednotami trajnostnega razvoja v smislu okolja, družbene odgovornosti in korporativnega upravljanja. Svetovne vlade si prizadevajo ustvariti zahteve, povezane z informacijami, kot je poročanje o trajnostnem delovanju podjetja. Sodobna podjetja prepoznavajo potrebo po spoštovanju koncepta ESG pri svojih operacijah, zato vplivni in pomembni »igralci« spodbujajo konkurenco z uvajanjem zelenih agend. Zadnji trend je »zeleni management«, filozofija, pri kateri podjetja spodbujajo svoje vodje, da v svoje poslovanje vključijo več načel ESG. Številna znana podjetja, vključno z MasterCardom, Applom, Deutsche Bank in s Papa John's, upoštevajo ESG-vprašanja pri določanju bonusov za zaposlene. Članek le marginalno prispeva k napredku akademskega razmišljanja o trajnostnem razvoju in trajnostnih praksah v poslovanju organizacij in odnosih s potrošniki. Pristop avtorjev k razvoju vpogledov v članku je opisne narave, z ustreznimi literarnimi raziskavami v zelenem managementu in zelenem marketingu. Po uvodnem delu so avtorji obravnavali temeljne pojme zelenega managementa in osnovne faze okoljskega managementa. S poudarjanjem najpomembnejših ciljev ekološkega managementa so avtorji prav tako obravnavali zlata pravila zelenega managementa in posledice njihovega neupoštevanja. V delu članka, ki se nanaša na pomen zelenih vplivov za družbeno odgovorne poslovne prakse organizacij, so avtorji poudarili pomen praks družbene odgovornosti podjetij (CSR) ter navedli štiri ključne točke za zagotavljanje izdelkov in storitev višje vrednosti za stranke. Ključna strateška vprašanja marketinga se nanašajo na to, ali naj organizacije nadaljujejo obstoječe dejavnosti ali prevzamejo nove, kateri trgi in izdelki so ključni za njihov obstoj, širitev in razvoj, katere nove izdelke ustvariti in katere trge ciljati. Skupaj z rešitvami gre za naslednja vprašanja: glede na potencialne priložnosti podjetja, kako prepoznati trge, na katerih se lahko pridobi izrazito prednost pred konkurenti? Za doseganje najboljših rezultatov prek družbeno odgovornega poslovanja, racionalne porabe in varovanja prihodnosti mora podjetje stalno spremljati, katere izmed trenutnih izdelkov opustiti ali preusmeriti ter kako dodeliti vire posameznim izdelkom (storitev) in delovnim mestom. Neprestano učenje tako omogoča prepoznavanje uspešnih strategij za ustvarjanje vrednosti za potrošnike in ustvarjanje novih vrednosti, kar postavlja temelje za konkurenčno prednost na trgu. Na trg usmerjena kultura služi kot platforma za razumevanje večje vrednosti, ki jo mora organizacija zagotoviti. Podjetje ima največ možnosti, da trgu ponudi večjo vrednost, če je prepoznano kot učeča se organizacija. Da bi stranke prepoznale razlike med njegovo ponudbo in ponudbami konkurentov, se mora podjetje diferencirati in pozicionirati v primerjavi s ponudbami drugih podjetij. To zagotavlja trdne temelje za vzpostavitev dolgoročne, dobičkonosne pozicije, osredinjene na zagotavljanje izjemne vrednosti za stranke. Prednost na področju nematerialnih tržnih sredstev je temelj za ustvarjanje konkurenčne prednosti. Raziskati je treba prihodnje trende in priložnosti na področju zelenega marketinga in družbene odgovornosti podjetij, s poudarkom na inovativnih metodah, pričakovanih spremembah potreb potrošnikov ter obetavnih področjih za nadaljnje raziskave in razvoj. Za razvoj strategij *zelenega marketinga in družbene odgovornosti podjetij je potrebnih več raziskav in sodelovanja, s poudarkom na vedenju potrošnikov, ustvarjalnem trajnostnem pakiranju in vplivu družbene odgovornosti podjetij na vključenost zaposlenih. Podjetja, ki si prizadevajo povečati svoj pozitiven vpliv, in vlade, ki si prizadevajo za izvajanje vključujoče in učinkovite zakonodaje o trajnosti, lahko koristijo ta poučna priporočila. Vsi lahko prispevamo k bolj zelenemu in družbeno odgovornemu svetu, če naredimo trajnost kot temeljno vrednoto. To bo spodbudilo trajnostno sodelovanje in trajnostno prakso.*

LITERATURE

1. Charter, M., Peattie, K., Ottman, J., & Polonsky, M. J. (2002). Marketing and sustainability. BRASS: Centre for Business Relationships, Accountability, Sustainability and Society in association with The Centre for Sustainable Design.
2. Chen, M., Wang, S., & Wang, X. (2024). How does artificial intelligence impact green development? Evidence from China. Sustainability, 16(3), 12–60. https://doi.org/10.3390/su16031260
3. Cindrić, M. (2019). Environmental challenges of sustainable development on a global scale. University of Zagreb, Faculty of Economics and Business: Department of Managerial Economics
4. Ćurčić N., Piljan I., & Simonović Z. (2019). Marketing concept in insurance companies. Economic, 65 (3), 21–33
5. Development. In Proceedings 8th International Symposium on Natural Resources Management (pp. 305–311). Faculty of Management Zaječar.
6. Djukic, G. P., & Ilic, B. (2021). Importance of green investment and entrepreneurship for economic development. World chapters In P. Jasovska, D. Logue, & H. G. Rammal, (ed.) Emerging Issues in International Business and Global Strategy Contemporary Entrepreneurship Issues in International Business (pp. 195–220). Co. Pte. Ltd: World Scientific Publishing. https://doi.org/10.1142/9789811228445_0008
7. Đukić, S. (2007). Strategic marketing. Theme, 31(2), 459–460.
8. Đurić, Z., & Ilić, B. (2023). Systemic environmental protection and determinants of sustainable management. Topola, 211, 45–57. https://doi.org/10.5937/topola2211045D
9. Egorova, A. A., Grishunin, S. V., & Karminsky, A. M. (2022). The impact of ESG factors on the performance of information technology companies. Procedia Computer Science, 199, 339–345. https://doi.org/10.1016/j.procs.2022.01.159
10. European Commission. (n. d.) EU Ecolabel. Retrieved from: https://ec.europa.eu/environment/ecolabel/facts-and-figures.htmi
11. Filipović, V., & Kostić-Stanković, M. (2014). Marketing management. FON-Institut of Management
12. Fund, S. (2015). Sustainable development goals. https://www. Un. org/sustainabledevelopment/inequality
13. Gecić-Law. (2022). Green companies require green management. https://www.geciclaw.com/sr/esg-zeleni-menadzment
14. Hák, T., Janoušková, S., & Moldan, B. (2016). Sustainable development goals: A need for relevant indicators. Ecological Indicators, 60, 565–573. https://doi.org/10.1016/j.ecolind.2015.08.003
15. Hegedić, M. (2017). Production management model by integrating lean and green management. University of Zagreb, Faculty of Mechanical Engineering and Naval Architecture.
16. Ilić, B. (2023). Green economy and green finance as a contribution to sustainable green activities at the global level. In Encyclopedia of monetary policy, financial markets and banking (30065). Elsevier. https://doi.org/10.1016/B978-0-44-313776-1.00138-0

17. Ilic, B. S., & Stankovic, S. (2023). The implementation of the agenda 2030 on sustainable development: Focus on the Republic of Serbia. in A. Taghipour (Ed.), Government impact on sustainable and responsible supply chain management (pp. 234–259). IGI Global. https://doi.org/10.4018/978-1-6684-9062-4.ch013
18. Ilić, B., Manić, A., & Mihajlović, D. (2017). Managing renewable energy sources choosing the sustainable development projects in EasternSerbia – MCDM methods. Progress in Economic Sciences, 4, 223–238
19. Ilic, B., Nikolić, M., & Simeonović, N. (2018). Environmental economics and sustainable development. In Proceedings 8th International Symposium on Natural Resources Management (pp. 305–311)
20. Jovanović, L., Ilić, B., & Pavlović, A. (2017). Socially responsible business as the foundation of the company's sustainable growth and profitability strategy. In Proceedings 7th International Symposium on Natural Resources Management (pp. 415–420). Faculty of Management.
21. Jugović, T., Petrović, D., & Kostić Stanković, M. (2015). Customer relationship management is a source of companies' competitiveness in changing environments. Marketing, 46(4), 285–296. https://doi.org/10.5937/markt1504285J.
22. Kabirg, S., & Shanmugan, J. (2011). Development of a conceptual framework for brand loyalty: A Euro-Mediterranean perspective. Brand Management, 18 (4–5), 285–299
23. Katila, P., Colfer, C. J. P., De Jong, W., Galloway, G., Pacheco, P., & Winkel, G. (Eds.). (2019). Sustainable development goals. Cambridge University Press.
24. Kirn, A. (2000). Sustainable development and environmental values. Social Ecology: Journal of Environmental Thought and Sociological Environmental Research, 9(3), 149–162
25. Kotler, P., Wong, V., Saunders, J., & Armstrong, G. (2006). The basis of marketing.
26. Kotler, Ph., & Keller, K., (2006). Marketing Management.
27. Maggon, M., & Chaudhry, H. (2015). Revisiting relationship marketing and customer relationship management in leading tourism and hospitality journals: Research Trends From 2001 to 2013. Journal of Relationship Marketing, 14(1), 53–77
28. Marčinko, M. (2019). Sustainable development of the Dubrovnik-Neretva County. University of Zagreb, Faculty of Economics and Business, Department of Managerial Economics
29. Mihajlović, D., Nikolić, M., Ilić, B., & Stošić-Mihajlović, Lj. (2017). The importance of energy resources for sustainable economic growth and environmental protection. Ecologica, 24 (88), 915–919
30. Milanović, V., Matić, A. B., & Jurčić, A. (2022). Green marketing orientation in marketing management. Ecologica, 29(107), 364–372
31. Nadrljanski, Đ., Nadrljanski, M., & Šimović, V. (2023). The potential of artificial intelligence in the field of economics of green environmental sustainability. Academic Review, 6(2), 106–114.
32. Park, J., Choi, W., & Jung, S. U. (2022). Exploring trends in environmental, social, and governance themes and their sentimental value over time. Frontiers in Psychology, 13, article 890435. https://doi.org/10.3389/fpsyg.2022.890435
33. Sachs, J. D. (2012). From millennium development goals to sustainable development goals. The Lancet, 379(9832), 2206–2211
34. Stanković, Lj., & Đukić, S. (2013). Marketing. Faculty of Economics.
35. Stojanovic, D., Ilic, B., & Mihajlovic, D. (2017). Sustainable development in Serbia in correlations with foreign direct investment. In Proceedings of International Scientific Conference on Economic and Social Development (pp. 101–109).
36. Stojanović, D., Ilić, B., Moračanin, J. (2017). Sustainable development of local communities in Serbia and FDI. Economica Journal, 67 (3),77–86

37. Torelli, C. J., & Rodas, M. A. (2024). Globalization and the forces shaping the business context. in: globally-minded marketing. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-50812-7_1
38. Wang, H., Tong, L., Takeuchi, R., & George, G. (2016). Corporate social responsibility: An overview and new research directions: Thematic issue on corporate social responsibility. Academy of Management Journal, 59(2), 534–544.
39. Yeung, M., & Ramasamy, B. (2007). Brand value and firm performance nexus: Further empirical evidence. Journal of Brand Management, 15(5), 322–335

Asmaeil Ali Mohammed Khmaaj, student at Faculty of Project and Innovation Management »Petar Jovanovic«, Belgrade
E-mail: ismailk@gmail.com
Dr. Biljana Ilić, Associate professor at Faculty of Project and Innovation Management »Petar Jovanovic«, Belgrade
E-mail: biljana.ilic@pmc.edu.rs
Dr. Bojana Ostojić, Associate professor at Faculty of Project and Innovation Management »Petar Jovanovic«, Belgrade
E-mail: bojanaostojic85@gmail.com

Jasna Zagrajšek, Žiga Čepar, PhD, Malči Grivec, PhD

Corporate Wellness and Balanced Scorecard, the Case of a Slovenian Company

DOI: https://doi.org/10.55707/eb.v11i2.137

UDC 331.4:005.51(497.4)

KEYWORDS: balanced scorecard, corporate wellness, health and well-being, human capital management, business performance

ABSTRACT – The goals of the research are to investigate the benefits of corporate wellness (CW) for an organization as well as to investigate the implementation of CW in a chosen Slovenian organizationn. We first introduce the comprehensive concept of the balanced scorecard (BSC) and provide some literature review on the CW benefits. Next, based on the literature analysis as well as on the results of semi-structured interviews in a chosen organization, we answer research questions regarding the benefits of CW integration into BSC and use of the CW programs in a Slovenian company. One of the results is also an updated theoretical concept called corporate wellness-balanced scorecard (CW-BSC). The theoretical understanding of the BSC in relation to health and well-being has thus taken a step forward. Our research reveals that CW in a selected Slovenian company is not implemented at a strategic level. The research sets the base for a more comprehensive measurement in the organization, a more effective approach to strategic management and the development of human capital management, which in turn contribute to better business performance.

UDK 331.4:005.51(497.4)

KLJUČNE BESEDE: uravnotežen sistem kazalnikov, korporativni velnes, zdravje in dobro počutje, upravljanje človeškega kapitala, poslovna uspešnost

POVZETEK – Cilji raziskave so raziskati koristi korporativnega velnesa (KV) za organizacijo, kakor tudi raziskati vključenost KV v izbrani slovenski organizaciji. Najprej predstavimo celoviti koncept uravnoteženega sistema kazalnikov (USK) ter prikažemo pregled literature o koristih KV. Nato, na podlagi analize literature ter rezultatov pol strukturiranih intervjujev v izbrani organizaciji, odgovorimo na raziskovalni vprašanji glede, koristi vključevanja KV v USK in uporabe programov KV v slovenskem podjetju. Eden od rezultatov je tudi posodobljen teoretični koncept, imenovan korporativni velnes-uravnoteženi sistem kazalnikov (KV-USK). S tem smo naredili korak naprej pri teoretičnem razumevanje USK v povezavi z zdravjem in dobrim počutjem. Naša raziskava razkriva, da KV v izbranem slovenskem podjetju na strateški ravni ni implementiran. Raziskava postavlja osnovo za bolj celovito merjenje v organizaciji, bolj učinkovit pristop k strateškemu upravljanju ter za razvoj upravljanja človeškega kapitala, kar pa posledično prispeva k boljšim poslovnim rezultatom.

1 Introduction

The Balanced Scorecard (BSC) is a theoretical concept designed to support the operational implementation of an organization's strategic objectives. Like any theoretical concept, it can be criticized for its limited direct applicability in everyday business practices and its confinement primarily to research purposes. However, since the 1990s, when it was introduced to the public by Kaplan and Norton (1992), the concept has quickly spread worldwide. Alongside its growth in popularity, the number of cri-

Prejeto/Received: 23. 5. 2024
Sprejeto/Accepted: 6. 11. 2024

tics and advocates has also increased, as well as the number of organizations deciding to implement it in practice.

Our main motivation for the research is the importance of human capital quality for a company's performance. This is why we wanted to have a closer look at the benefits and implementation of corporate wellness (CW) in relation to human capital quality within the BSC concept.

In the paper, we begin by outlining the research design, presenting the research aim and goals, introducing research questions, explaining the methodology used, and specifying research assumptions and limitations. Next, we delve into the concepts of BSC and CW potential, followed by a section presenting the results of our research on CW within a selected organization. Finally, we summarize our key findings, discuss implications and draw conclusions.

2 The Design of the Research

In this section, we articulate the aim and goals of our research, outline the research questions and elucidate the methodology employed to address the research questions. Following this, we list the assumptions that underlie our research.

2.1 The Aim and Goals of the Research and the Research Questions

The primary aim of our research is to investigate the role of CW within the BSC concept. Our first goal is to analyze the benefits of CW for an organization and our second goal is to investigate the implementation of CW in a chosen Slovenian organization. Within the framework of our research, we sought answers to the following research questions:

- RQ1: In what ways does the integration of CW enhance the BSC concept?
- RQ2: How does the selected Slovenian organization perceive, strategically address, operationally implement and measure the effects of the CW programs?

2.2 Methodology Used

The analysis of the CW strategic management, in connection with business strategy and its implementation goals, was conducted based on a study of an anonymized branch of a reputable international organization, located in Slovenia, which is considered a model of good CW governance. Predominantly qualitative empirical research was conducted in order to find the answers to our research questions. The research was conducted through the analysis of the literature on the concepts of BSC and CW, as well as through semi-structured interviews with managers in the before mentioned organization. By employing the content analysis method on the interviewees' responses, new data was obtained, providing insights into the understanding and perception of the importance of the connection between BSC and CW.

2.3 Research Assumptions

The assumptions which were used as a starting point of our research are:

- BSC, in its foundation, encompasses financial and non-financial performance indicators that are relevant to the organization.
- The results of measurements and systematically conducted the CW programs, along with associated business processes, are reliable.
- The measured CW results can be used as an argument for further investments in the implementation of the CW activities.

3 Key Features of the BSC

The approach to measuring and managing business performance based on the BSC concept, grounded in Freeman's stakeholder theory, was developed by Kaplan and Norton. The concept undergoes a continuous development and evolves from its initial conception as a multidimensional performance measurement framework (Kaplan & Norton, 1992; Kaplan & Norton, 1996) into an integrated system of strategic planning and management. By employing cause-and-effect logic (Kaplan & Norton, 2001; Kaplan & Norton, 2004), it connects strategy formulation and planning with operational implementation (Kaplan & Norton, 2008). This approach incorporates various related activities in a closed loop and comprehensive system (Kodrin, 2016). The described approach considers the warning from strategic management expert Porter (2008), emphasizing that strategies cannot be executed without excellent operational and management processes. At the same time, operational excellence alone is insufficient for achieving and sustaining success without strategic vision and leadership.

The authors of the BSC concept assert that it provides a comprehensive framework for a strategic measurement and management system, translating the organization's mission and strategy into a coherent set of actions to achieve targeted performance (Kaplan & Norton, 1997). In this way, the BSC becomes a measure of the success of strategic management, helping organizations define and improve their internal operations from four perspectives to achieve external results (Cignitas et al., 2022a). The BSC also provides a multidimensional framework through which organizational vision and strategy are transformed into a coherent system of strategic objectives, associated with key performance indicators (KPI), target-oriented values and initiatives (Rašić-Jelavić & Pajdaković-Vulić, 2021).

In our research, we particularly focus on the learning and growth dimension in the context of BSC. This dimension is generally considered a leading indicator that enables organizations to achieve long-term growth and improvements. It is supposed to provide an answer to the question of how to sustain our ability to change and improve while creating value (Bošković & Krstić, 2020, p. 6). Significant importance is attributed to investing in human capital, with measurement focusing on the development of the strategic potential of human resources, their level of motivation and goal orientation (Gulin et al., 2011; Lončarević, 2006). This involves using various techniques, training, and implementing various incentive programs (Niven, 2002). In essence, this dimension represents the quality of human resources in the organization (Cignitas et al., 2022b), and enables the preservation and development of competent individuals (Puhakka et al., 2021; Ismail & Velnampy, 2013). Kaplan et al. (2010) argue that continuous learning, growth and development of employees guide this dimension towards the future.

Already Kaplan and Norton (1996) acknowledged in their seminal work that it would be possible to include additional dimensions in the BSC, depending on the industry type and/or business strategy. In doing so, they implicitly recognized the inherent incompleteness of the concept. The most well-known sector-specific additions to the BSC concept are: the concept of Corporate Social Responsibility (CSR), the Health Enhancement Research Organization (HERO) Scorecard, the Decision Making Trial and Evaluation Laboratory (DEMATEL) method, and the Balanced Scorecard of Sustainable Development or the Sustainability Balanced Scorecard (SBSC).

In the following section, we examine CW in more detail, with which we later complement and enhance the existing BSC concept.

4 Corporate Wellness Benefits for an Organisation

CW is defined as the health and well-being of employees within an organization, encompassing both organizational and personal well-being (Hall et al., 2015). In exploring this field, we initially found in the literature that foreign authors define the concept of wellness and its associated CW with various English terms, among which the most common are: corporate wellness, workplace wellness, employee wellness, worksite wellness, employee well-being, workplace well-being, workplace health promotion, employee health and wellness, wellness initiatives and happiness. Aldana (2022) and Hall et al. (2015) categorize these terms as synonyms. Similarly, Niebuhr and Grossmeier (2015) and Terry (2016) propose the term wellbeing, justifying it based on the original definition of the word wellness by Dunn (Oliver et al., 2018) and the World Health Organization (WHO, 1948), which encompassed comprehensive psychosocial aspects, not just the absence of poor physical health. In contrast, Yeung and Johnston (2020) advocate the use of the term wellness, arguing that wellbeing, health and happiness refer to static states of being (i.e. being healthy or feeling well, being happy), while, in their understanding, wellness is an active process of awareness and decision-making leading to optimal overall health and well-being. Bon and Kosec (2016) share a similar opinion, explaining that feeling well and being healthy can be understood as wellbeing, but the action in this field is called wellness (Bon & Kosec, 2016). Therefore, the concepts of health and wellbeing are closely related and challenging to treat separately.

4.1 Importance and Effects of CW

The empirical study by Gubler et al. (2018) illustrates the impact of the CW programs on increasing employee productivity by 10%, based on health improvements through regular physical activity and a healthy diet. Similarly, as mental stress reduction training programs improve students' performance (Dressler & Gulev, 2021), enhancing employees' physical fitness enables greater endurance and resilience to illnesses, reduces negative emotions (Bryson et al., 2017), improves stress management (Romanello et al., 2021), increases self-efficacy, job satisfaction, motivation and engagement (Núñez-Sánchez et al., 2022), and enhances a sense of belonging (Kim et al., 2017).

In addition to the mentioned productivity benefits, employers also experience reduced absenteeism, presenteeism, fluctuation and a decrease in compensation claims (Blatnik et al., 2016). Good health benefits both employees and organizations by influencing the efficiency of work environments. Blatnik et al. (2016) state that shorter relaxation techniques have positive effects on the physical and psychological wellbeing of employees, while the study by Van Rhenen et al. (2005) demonstrates even greater positive effects in combined programs: physical exercise with relaxation techniques. According to the analysis by Grossmeier et al. (2019), employees' mental wellbeing promotes happiness, generosity, efficiency and wisdom in the workplace. Numerous studies show that a healthy workforce is more productive and results in fewer direct and indirect healthcare costs for both organizations and the economy (e.g. Goetzel et al., 2012).

In many cases, research confirms the significance of CW also in the process of building a corporate health culture (Mazur & Mazur-Małek, 2017; Chandra et al., 2016). This involves creating an organizational culture that fosters learning and development, where individuals leverage their potential, where relationships based on trust, respect, collaboration and communication are encouraged, where holistic health is promoted and where broader social inclusion is insured (Mazur & Mazur-Małek, 2017). According to Armstrong (2006), individuals understand their significant contribution of knowledge, experience and skills to the organization's success when they develop them through the organization's interests, when working with purpose and when the organization's success becomes an experience that supports their engagement. The organization's interest in CW is a strong factor of employee trust, while the improvement in wellbeing and health is proven to be associated with more enduring levels of engagement and performance (Dollard et al., 2012). According to Global Wellness Institute (GWI, 2016, 2023), the organization's health culture is crucial for attracting and retaining talents that are key to the organization's competitiveness.

The contribution of CW is also proven in improving business performance and high market, and market-based financial success of organizations (Baicker et al., 2010; Fabius et al., 2013; Chetty, 2017; Sorensen et al., 2021), which represents a higher return on investment for investors (Fabius & Phares, 2021). Therefore, Rang and Sjöstrand (2021) emphasize the importance of incorporating CW into the organization's business strategy. In this context, the concept of strategic corporate wellness (SCW) has emerged, representing the part of employee well-being that is directly relevant to the organization's performance and human resources management goals. It is essential to be aware that the effects of CW yield positive results in various dimensions of business, so the benefits introduced by CW in organizations go beyond just cost management (Aura et al., 2016).

Kropp and McRae (2022) predict that CW will become the latest metric for understanding human potential in organizations. CW positively affects the agility and flexibility of human resources, which further contributes to the growth of adaptability and strategic orientation of an organization and consequently to its competitiveness (Karman, 2019).

CW is a concept experiencing rapid development and gaining significance in the economic world (Wijngaards et al., 2022). This is affirmed also by the National Health Award (Koop Award), which annually recognizes organizations achieving measurable health and economic benefits through well-designed and properly implemented CW activities (Goetzel et al., 2016).

Also, on the macro level, research results imply economic benefits of improved health and wellbeing in general. Jagrič et al. (2020) found out that additional spending into the healthcare sector has above-average stimulus effects on the national economy.

4.2 Examples of Good Practice

The study by Merrill and LeCheminant (2016) demonstrated that the investment in CW programs significantly improved the health of employees. A positive return on investment (ROI) was achieved through lower values of health service claims, which were (those cost savings) 3.6 times higher than the costs incurred for program implementation. Similar findings were reached by Baicker et al. (2010), Henke et al. (2011), Grossmeier et al. (2013) and Goetzel et al. (2014), with the positive ROI also, which was a result of reduced absenteeism, lower fluctuation and increased productivity. Merchant et al. (2013) and Goetzel et al. (2014) compared organization size, implementation of the CW programs and ROI. The results showed that the ROI is lower in small organizations ($n < 500$) compared to larger ones. Goetzel et al. (2014) subsequently found that the ROI in small organizations varies based on the number of variables included in the ROI assessment. The key message of the research is that effective, targeted, systematic, analytically evaluated and long-term CW programs improve health and well-being, and brings a positive return, regardless of the organization's size.

The study by Goetzel et al. (2016) also highlighted a significant aspect of Corporate Social Responsibility (CSR): the organization's treatment of employees and, more specifically, the implementation of outstanding CW programs. The results of numerous other studies (e.g. Grossmeier et al., 2016; Gallup, 2022; Fabius & Phares, 2021) also indicate higher stock value for organizations that achieve and promote a culture of health and wellbeing.

The study based on objective data which was conducted by Gubler et al. (2018) demonstrates a direct causal connection between the implementation of the CW programs, improvement in health and subsequently higher productivity in five industrial laundries. Participating individuals (both sick and healthy) in the CW programs, who improved their health through enhanced nutrition, systematic physical exercise and lifestyle changes, experienced a 10% increase in productivity. The results show improved motivation and employees' capabilities. The ROI, which was achieved as a result of the increased productivity, showed that returns of the CW programs are 7.6 times higher than the costs of those programs. Researchers further suggest that even greater profitability could be achieved through reduction in the number of those who don't participate in the programs and through lower employee fluctuation.

Schwatka et al. (2018) conducted a 3-year study in 314 organizations ($n = 5766$) of various sizes, aiming to assess changes in the health, absenteeism and presenteeism of employees participating in the CW programs. Among employees in small organizations ($n < 500$), better stress management and overall health were observed, along with reduced depression, lower smoking rates, more frequent consumption of fruits and vegetables, and increased physical activity. Conversely, in large organizations, fewer health and behavioural improvements were noted, although there were lower stress levels, increased vegetable consumption and less alcohol consumption. Surprisingly, the data showed no significant changes in absenteeism and presenteeism, which the researchers explained as a consequence of the relatively short monitoring period for the effects of CW programs.

The five-year study by Sutton et al. (2016), conducted in a large European organization with branches in multiple countries, showed that the CW programs were highly appreciated among employees and significantly increased workplace engagement.

The study by Núñez-Sánchez et al. (2022) analyzed the impact of CW programs on preserving employee effectiveness (engagement, self-efficacy, optimism, resilience) during times of crisis (e.g. the COVID-19 pandemic) and remote work. The results showed that employees ($n=251$) with multidimensional CW programs, supported by various digital tools and effective leadership, were able to maintain their own effectiveness and work capacity.

Since many benefits of CW are evident, we wanted to find out how CW could complement the BSC concept and to research an actual usage of CW in a selected Slovenian organization.

5 Results of the Analysis of Knowledge and Usage of CW in the Selected Organization

The semi-structured interviews took place in panel discussions with three managers of human resources from the organization, considered as legitimate sources for collecting the necessary data. The questions were formulated based on the existing categories of the strategic management of CW (Aura et al., 2010). Initial, open-ended questions served as a guide for discussion. Based on the general responses, interviewees were directed towards more specific topics related to the management and measurement of CW. In this way, we gained a broader picture of the organization's situation, as well as detailed information on topics related to CW in that organization (Table 1).

Table 1

Interview questions on CW and primary responses

Area	Question	Primary response
General	How is health and well-being addressed in your organization?	Health and well-being are important for the business performance of an organization, so we incorporate them into the activities of shaping and implementing the organization's strategy
	What do you understand by the term "strategic corporate wellness«?	Employees have access to, for example, fresh fruit (apples…) and a fitness pass
		Corporate wellness encompasses workplace safety, physical, and mental health
Strategic planning	Which data do you use in strategic planning of initiatives for health and well-being in your organization.	The number of participants in initiatives. Financial planning, pension income. Health-related absenteeism. Number of occupational injuries. Employee experiences: culture or climate, satisfaction, engagement, diversity, inclusion. Business performance: quality of work/outcomes, stock price, productivity.
	Do you have an official, written strategic plan for the area of health and well-being, based on a situational analysis?	No, we make decisions based on projects set as they come, which may last also up to 6 months.
	Does your strategic plan include measurable goals, definitions of the scope, and a method of measurement?	The goals are: diversity, equality, inclusion; overall well-being; employee satisfaction, morale, and engagement; employees' perception of leadership support; compliance with laws, security, and receiving awards in the mentioned field
	Do you provide key elements of CW initiatives also to others, for example, the children of employees?	No.
	Do leaders at all organizational levels agree that health and well-being are linked to broader business performance?	Everybody agrees.
		The majority agrees.

Area	Question	Primary response
organiza-tional and cultural support	Which is the main source of funding for CW initiatives?	Individual projects funded from the annual budget.
	Who is responsible for the ensuring of CW in the organization?	HRM department and top management.
	How does your organization express its values regarding health and well-being?	Through the organisation vision, the values are also incorporated into the organization's goals, statements of values, public reports; the organisation regularly informs employees regarding health and well-being, and they also participate in planning initiatives.
	Do you have written policies that support CW?	Yes, for example, flexible working hours, animals in the workplace, hiking group, childcare support (a free day on the first day of school), etc
	How would you describe the leadership's support for ensuring health and well-being?	Leaders actively participate in CW programs; attend training sessions; are responsible for achieving organiza-tional goals in the field of CW.
		Leaders serve as our role models; they discuss and pro-mote CW programs.
	Are employees involved in the design of CW programs content?	Yes.
	Are employees formally asked about their perceptions of organizational support for CW?	Yes, once a year.
		We aim for initiatives to align with their personal goals, values, and life purpose.
Programs	Which types of health and well-being-re-lated questions do you address within the CW? Do you use digital/virtual features in this process?	Physical exercise, nutrition, stress management, ergono-mics, financial well-being, career growth, social well-be-ing (relationships), education, personal development. Only through video conference lectures, recordings.
Inclusion of pro-grams	Is CW included in any specific area of the organization?	Occupational health and safety.
		Organizational development and learning.
		Diversity, equality, inclusion.
Measure-ment and evalua-tion	Which types of data do you use to assess the effectiveness of CW initiatives?	Data for occupational injuries, illnesses, assessment of culture, engagement, employee satisfaction, fluctuation, quality of work/outcomes, stock price.
	How often do you assess performance data, and to whom do you report them?	Once a year. To all stakeholders - leadership, employees, sharehol-ders."
	Do you perceive changes in employee well-being?	Significant improvement in health and well-being has been observed.
		A slight improvement is observed.
	Do you record CW costs? Do you calculate ROI?	No.
	Do you use BSC in the organization?	No.

All interviewees agree that health and well-being are crucial for business success and are integral to the implementation of the organization's strategy. On the other hand, their understanding of the contents of the strategic CW (SCW) concept is limited. Two interviewees link SCW with individual initiatives, while the third has a somewhat broader understanding. They believe that SCW encompasses physical and mental health, as well as occupational safety as defined with the provisions of the

Slovenian Health and Safety at Work Act-HSWA-1 (Kosec, 2016), but they also acknowledge the theoretical knowledge of all other dimensions of CW.

The organization expresses its values of health and well-being in various ways, through its vision, public reports, etc. At the same time, all interviewees emphasize that the development of a SCW is included in the plan for the future.

Their strategic planning, however, does not include a written strategic plan of CW based on a situation analysis. They do have outlined general objectives, primarily based on employee experiences (e.g. satisfaction, engagement), but individual initiatives are developed “on the go” and are financially supported only within the constraints of the annual budget. The CW programs are suggested by the employees themselves. Despite participating in the creation of the CW programs, interviewees emphasize that many individuals are uninterested in participating, attributing it to the voluntary participation. Certain CW policies are explicitly defined in writing and are part of the organization's strategy, such as flexible working hours, hiking group and ergonomic work environment. Managers and executives play a crucial role, both in actively participating in the CW programs and through their other actions. They not only bear responsibility for achieving the CW goals but also serve as motivators, role models and promoters of health and well-being.

The conversation with all interviewees revealed that the CW programs in their organization encompass physical, mental, social and career dimensions. They all agree that the effectiveness of their CW programs does not yet reach a rating of 5 (very effective), but rather falls between the ratings of effective (4) and satisfactory (3). All interviewees link the CW programs with workplace health and safety, and two of them also believe that the CW programs are also part of the organizational development and learning. All interviewees believe that employee participation in the CW programs contribute to their personal goals, which also increase work effectiveness, to their autonomy at work and to broader life objectives.

In the analyzed organization, the measurement of the CW activities and outcomes is primarily focused on qualitative and non-financial data obtained through annual surveys and interviews with employees. The emphasis is on perceiving the organizational culture or climate, relationships, diversity, equality and inclusion, employee engagement and satisfaction. They also collect employees' assessments of the perceived support from executives. However, interviewees highlight a significant limitation in data collection and analysis, as well as the use of results from the conducted research (e.g. regarding mental and chronic physical illnesses), especially in the context of the General Data Protection Regulation (GDPR) provisions.

Quantitatively, they only monitor the number of days of health absenteeism, business outcome and the organization's stock price on the stock exchange. However, the latter is not included in the calculation of the ROI based on the results of the CW programs. All interviewees confirm that they do not monitor the CW programs costs in correlation with their profitability, but they believe that the CW programs positively influence the organization's business results. They also state that the organization does not use the concept of BSC, and so we did not further check on their general knowledge of this theoretical concept.

6 Key Findings and Discussion

Based on the relevant literature review and previous research analysis, and especially based on our own study, we provide answers to our research questions presented at the beginning of this paper. Using the content analysis method, we analyzed all the answers collected by the semi-structured interviews.

The comprehensive analysis of the CW concept and our own empirical research provided an answer to the first research question (RQ1). The evolution of CW from the initial philosophy of "wellness" has defined the strategic domain of health and well-being of employees and human resources conceptually and economically. This development encompasses both the content aspects (dimensions) and economic perspectives (measurement and valuation). The CW strategic management model and its measurement represent an actual upgrade of the BSC concept, moving towards the operationalization of the initial CW concept. Managing human capital as an indicator of the organization's long-term capabilities demonstrates that the well-being of the organization and the well-being of employees are inseparably linked.

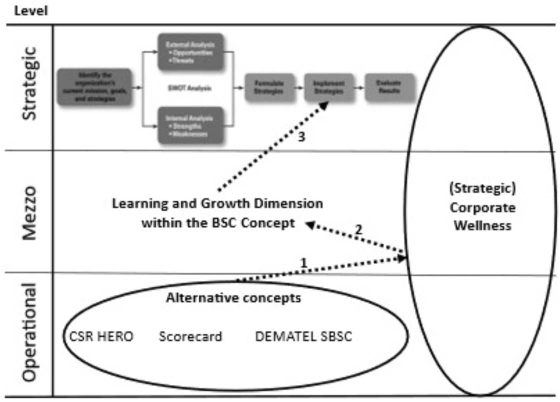
With the intention of upgrading the BSC concept, we have developed our own theoretical concept called corporate wellness – balanced scorecard (CW-BSC). Through the support of CW-BSC, we seek to achieve more effective management of human capital, ultimately improving the organization's business performance. This development of the concept is undertaken with the goal of enhancing the theoretical foundation and practical utility of the BSC concept.

From the graphic representation of the integrated CW-BSC concept (Figure 1), which is based on the scientific research literature as well as on our own analysis in the selected organization, the initial hierarchical placement of the theoretical concepts (on strategic, mezzo and operational levels) is evident. Additionally, there is an indication of their interdependence, which is important in potential deciding to implement the proposed integration of individual approaches.

The integrated CW-BSC concept harmonizes, provides additional meaning and, then, with coordinated initiatives under the overarching CW approach, synergistically contributes to optimizing the management of the learning and growth dimension within the BSC concept. Improvements in results in this area, whether directly or indirectly, with shorter or longer time delays, positively impact the overall business performance of an organization. In other words, the integrated CW-BSC concept in an organization establishes a more comprehensive measurement system, a more effective approach to strategic management and consequently contributes to better business operations.

Figure 1

The model of the proposed integrated CW-BSC concept



In seeking an answer to the second research question (RQ2), using the content analysis method we analyzed the content of the interviews. Despite finding a perception of a positive correlation between well-being, health and the organization's business performance in the selected organization, our empirical analysis revealed an incomplete understanding of the meaning and content of the CW concept among the interviewees. This also aligns with the findings of Pestotnik's study (2017). CW is not implemented at a strategic, methodical level, it is not operationalized, and the effects of CW are not comprehensively and systematically measured. Instead, CW is conducted only in the form of specific partial, operational activities, stemming from ad-hoc initiatives of leadership and/or other employees in the organization.

7 Conclusion

The empirical part of our research is limited to the case of the anonymized international organization located in Slovenia. Timewise, the study is bound to the period from July to August 2022. In terms of subject matter, it pertains to the examination of the CW concept within the selected organization, and not any other concept. The research is also constrained by the processing of sensitive data for the organization. Consequently, despite the agreed-upon anonymization of the organization, it is possible that some relevant data was not disclosed.

During the research, we encountered some challenges in finding enough relevant Slovenian sources, as Slovenian literature on CW is limited. Additionally, CW as a concept is still in its early stages of its implementation. Therefore, we primarily focused on foreign sources, both scientific and professional. We have identified numerous examples of best practices in CW programs abroad, which are demonstrated also through calculations of various indicators, like value of investment and ROI. The key message from the analyzed best practices is that organizations genuinely striving for the well-being of their employees also perform well for their shareholders or owners. Spending money on CW is not a cost but a profitable investment. Therefore, well-being in the workplace must be a strategic imperative, as it helps to achieve full utilization of employees' capabilities and, consequently, increases the organization's business performance.

Such understanding is generally not encountered in Slovenia, which is consistent also with our original qualitative research in the selected company. We found that there is a lack of knowledge in the field of CW, a lack of comprehensive business mindset and a lack of awareness of the importance of strategic management of CW programs, particularly at the levels of top management and human resource management. There also seems to be a lack of relevant analytics which would support employees' comprehensive personal development.

Among the results of our research is a proposal of a new theoretical concept, named CW-BSC. With the support of this concept, we aim to achieve more effective management of human capital, ultimately improving the organization's business performance. From a theoretical perspective, our research, by proposing the integration of CW into BSC, complements the analyses of human resource management – which is primarily focused on outcomes – with the causes and associated theoretical and operational aspects resulting in the BSC learning and growth dimension.

One of the most significant findings is that, within an organization, the learning and growth dimension of the BSC concept is a key factor in the development of human resources and the well-being of employees. We have taken a step forward in the theoretical understanding of BSC and employee well-being, proposing new strategic management method, measurement, leadership development, and providing answers to the questions of what and how to manage.

From a business practice perspective, our research has generated some additional knowledge regarding the understanding and significance of multidimensional CW. It has also contributed insights into establishing a formal internal organizational structure and processes that ensure effective strategic management and measurement of CW. The integration of CW into the BSC learning and growth dimension is shown to contribute to organizational performance. We have expanded knowledge in the areas of leadership and strategic human resource management to maintain and enhance human effectiveness/capabilities, systematically creating value for an organization (organizational-level productivity) and the entire economy (aggregate productivity).

The research has shown that measurements can be beneficial for managing employee well-being and can be linked to improving organizational performance. The latter can serve as an argument for further investments in well-being activities. The lack of such argumentation is a common reason for harmful cost-cutting by organizations when investing in human capital development.

Due to the Slovenian specificity, where a significant portion of the costs associated with employee health burdens public finances, it would make sense to appropriately consider the beneficial effects of CW in the upgrades of the specific legislation in the area, starting with the Slovenian Health and Safety at Work Act-HSWA-1.

As a potential for further research of the investigated area, we propose an empirical analysis of the association between the CW activities and business outcomes in a Slovenian organization, which would implement such theoretical CW-BSC model in practice.

Jasna Zagrajšek, dr. Žiga Čepar, dr. Malči Grivec

Korporativna dobrobit in uravnoteženi kazalniki uspešnosti: primer slovenskega podjetja

Osnovna motivacija za raziskavo je velik pomen kakovosti človeškega kapitala za uspešnost poslovanja podjetja. Zato smo želeli podrobneje preučiti vlogo korporativnega velnesa (KV) v kontekstu človeškega kapitala. Namen te raziskave je raziskati vlogo KV v okviru koncepta uravnoteženega sistema kazalnikov (USK). Naš prvi cilj je analizirati koristi KV za organizacijo, drugi cilj pa je raziskati implementacijo KV v izbrani slovenski organizaciji. Najprej predstavimo celoviti koncept USK in pregled nekatere literature o koristih KV. Nato na podlagi analize literature in rezultatov polstrukturiranih intervjujev z vodilnimi v izbrani organizaciji odgovorimo na dve raziskovalni vprašanji:

- *RV 1: Na katere načine vključevanje KV izboljša koncept USK?*
- *RV 2: Kako izbrana slovenska organizacija dojema, strateško naslavlja, operativno izvajanje in meri učinke programov KV?*

Zemljepisno je empirični del raziskave omejen na območje Slovenije, konkretneje na primer anonimizirane mednarodne organizacije, ki se nahaja v Sloveniji. Časovno je študija omejena na obdobje od julija do avgusta 2022. Vsebinsko se nanaša na preučevanje koncepta KV v izbrani organizaciji.

USK, ki sta ga zasnovala Kaplan in Norton, je razvijajoč se pristop za merjenje in upravljanje uspešnosti podjetij, ki je utemeljen na teoriji deležnikov. Združuje strateško načrtovanje in operativno izvedbo skozi logiko vzroka in posledice ter poudarja pomen strateške vizije in operativne odličnosti. USK prevaja poslanstvo in strategijo v izvedljive korake prek štirih perspektiv in služi različnim namenom, vključno z upravljanjem uspešnosti in strategije, komunikacijo ter usklajevanjem in upravljanjem znanja. Dimenzija učenje in rast znotraj USK se osredinja na razvoj človeškega kapitala in organizacijsko učenje kot ključna dejavnika dolgoročnega uspeha. Kazalniki, kot so: zadovoljstvo zaposlenih, zadržanje kadra in produktivnost, so ključni kazalniki skupaj z notranjimi dejavniki usklajenosti, kot sta kultura in timsko delo. Fleksibilnost USK omogoča prilagajanje glede na panogo ali strategijo, kar samo po sebi priznava njegovo notranjo nepopolnost.

KV zajema zdravje in dobro počutje zaposlenih v organizaciji, pri čemer vključuje organizacijske in osebne vidike. Terminologija, povezana s KV, je raznolika, saj se izrazi, kot so: dobro počutje na delovnem mestu, dobro počutje zaposlenih in promocija zdravja na delovnem mestu, pogosto uporabljajo kot sinonimi. Pomembnost KV je poudarjena zaradi njegovih pozitivnih učinkov na produktivnost zaposlenih, tj.: duševno dobro počutje, obvladovanje stresa ter zadovoljstvo in zavzetost pri delu. Aktivnosti KV ne zmanjšujejo le odsotnosti z dela in fluktuacije zaposlenih, ampak spodbujajo tudi bolj zdravo delovno kulturo ter prispevajo k uspehu in konkurenčnosti organizacije. Raziskave kažejo, da KV izboljšuje poslovno uspešnost, uspeh na trgu in finančne rezultate ter ponuja višjo donosnost naložb za vlagatelje. Strateški KV se pojavlja kot del KV, ki je neposredno povezan z uspešnostjo organizacije in s cilji upravljanja človeških virov. Vpliv KV presega samo obvladovanje stroškov, saj vpliva na agilnost, prilagodljivost in strateško usmerjenost organizacije. Naraščajoč pomen KV je viden tudi skozi priznanje pobud, kot je na primer podeljevanje Nacionalne nagrade za zdravje (National Health Award) organizacijam, ki poleg celostno zasnovanih in pravilno izvajanih dejavnosti KV dosegajo tudi merljive zdravstvene in ekonomske koristi. Naložbe v zdravstveno varstvo pozitivno prispevajo k nacionalnemu gospodarstvu. Na splošno lahko rečemo, da se KV hitro razvija in pridobiva na pomenu v gospodarskem okolju, s čimer postaja ključni kazalnik za razumevanje človeškega potenciala in konkurenčnosti organizacij.

Številni primeri dobre prakse dokazujejo učinkovitost programov KV pri izboljševanju zdravja, počutja in produktivnosti zaposlenih, hkrati pa zagotavljajo pozitivno donosnost naložb (ROI). Merrill in Le Cheminant (2016) sta ugotovila, da so programi CW pomembno izboljšali zdravje zaposlenih, kar se je odražalo v ROI v višini 3,6. Podobne rezultate so opazili tudi Baicker et al. (2010), Henke et al. (2011), Grossmeier et al. (2013) in Goetzel et al. (2014), kjer so zmanjšana odsotnost z dela, fluktuacija in povečana produktivnost prispevali k pozitivni vrednosti ROI. Goetzel et al. (2016) so poudarili pomen KV v okviru družbene odgovornosti podjetij, saj so ga povezali z višjo vrednostjo delnic. Gubler et al. (2018) povezujejo programe KV z 10-odstotnim povečanjem produktivnosti zaradi izboljšanega zdravja in motivacije zaposlenih ter izpostavljajo doseganje ROI v višini 7,6. Schwatka et al. (2018) opažajo pozitivne zdravstvene rezultate v manjših organizacijah in nekaj izboljšav v večjih, čeprav sta odsotnost z dela in prisotnost na delu kljub bolezni ostali večinoma nespremenjeni. Sutton et al. (2016) prikazujejo povečano zavzetost na delovnem mestu skozi programe KV v veliki evropski organizaciji. Núñez - Sánchez et al. (2022) pa poudarjajo vlogo programov KV pri ohranjanju učinkovitosti zaposlenih v kriznih situacijah, kot je na primer pandemija covida-19 in pri delu na daljavo.

Ključne ugotovitve, povezane s postavljenima raziskovalnima vprašanjema, so naslednje.

Razvoj KV iz njegove osnove na področju velnesa je razširil strateško področje KV, tako da vključuje zdravje in dobro počutje zaposlenih, konceptualno in ekonomsko. Model strateškega upravljanja KV in njegovo merjenje predstavljata pomembno izboljšavo koncepta USK, saj pomenita premik proti operacionalizaciji začetnega *koncepta KV. Z namenom izboljšanja koncepta USK smo razvili lasten teoretični okvir, poimenovan korporativni velnes – uravnoteženi sistem kazalnikov (KV-USK).*

Skozi koncept KV – USK lahko omogočimo učinkovitejše upravljanje človeškega kapitala, kar na koncu izboljša uspešnost organizacije. Ta konceptualni razvoj stremi k okrepitvi teoretičnih temeljev in praktične uporabnosti prvotnega koncepta USK.

Integrirani koncept KV – USK harmonizira, zagotavlja dodaten pomen in nato s koordiniranimi pobudami v okviru KV sinergijsko prispeva k optimizaciji upravljanja dimenzije učenje in rast znotraj koncepta USK. Z drugimi besedami, integrirani koncept KV-USK v organizaciji vzpostavlja bolj celovit sistem merjenja, učinkovitejši pristop k strateškemu upravljanju in posledično prispeva k boljšemu poslovanju podjetja.

S pomočjo metode analize vsebine smo preučili intervjuje v izbrani organizaciji in ugotovili, da je zaznana pozitivna korelacija med dobrim počutjem oz. zdravjem in uspešnostjo organizacije, vendar pa je naša analiza razkrila tudi nepopolno razumevanje koncepta KV med intervjuvanci, kar se sklada tudi z ugotovitvami Pestotnika (2017). KV v izbrani organizaciji primanjkuje strateške implementacije, metodološkega pristopa in sistematičnega merjenja njegovih učinkov. Namesto tega se KV pojavlja v obliki občasnih, ad-hoc pobud, ki jih sprožijo vodstvo ali drugi zaposleni, in ni vpet v organizacijske prakse na celoviti sistematični ravni.

Naša raziskava je identificirala številne primere dobrih praks v programih KV v tujini, ki svojo vrednost dokazujejo tudi z indikatorji, kot je ROI. Ti primeri kažejo na to, da organizacije, ki postavljajo dobro počutje zaposlenih na pomembno mesto, običajno finančno uspešno poslujejo. To pa postavlja KV za strateško nujnost pri maksimiranju zmogljivosti zaposlenih in izboljšanju uspešnosti organizacije.

Po drugi strani naša kvalitativna raziskava v izbranem podjetju v Sloveniji razkriva pomanjkanje razumevanja, celovitega poslovnega razmišljanja in strateške usmerjenosti glede KV, zlasti med vodstvom in kadrovsko službo. Poleg tega primanjkuje analitičnih orodij, ki bi celovito podpirala razvoj zaposlenih. Zato predlagamo nov teoretični okvir, KV – USK, ki je namenjen izboljšanju upravljanja človeškega kapitala in uspešnosti organizacije. Ta integracija KV v dimenzijo učenje in rast v okviru USK prispeva k izboljšanju teoretičnega razumevanja KV ter nudi praktične smernice za strateško upravljanje in merjenje KV.

Raziskava poudarja pomen dimenzije učenje in rast skozi pomen izboljševanja dobrega počutja zaposlenih in uspešnosti organizacije. Ponuja vpoglede v vzpostavitev učinkovitih organizacijskih struktur in procesov za upravljanje KV ter izpostavlja vlogo vodstva in strateškega upravljanja človeških virov pri ustvarjanju vrednosti.

Poleg tega naše ugotovitve poudarjajo pomembnost merjenja pri upravljanju dobrega počutja zaposlenih in njegovo povezavo z uspešnostjo organizacije, kar nasprotuje škodljivim praksam, ki poudarjajo le zniževanje stroškov. V okviru slovenskega konteksta, kjer stroški zdravja zaposlenih bremenijo javne finance, bi bilo smiselno ustrezno upoštevati ugotovitve o pozitivnih učinkih KV pri nadgradnjah specifične zakonodaje na tem področju, začenši z Zakonom o varnost in zdravju pri delu (ZVZD-1).

Kot potencial za nadaljnje raziskovanje obravnavanega področja predlagamo empirično analizo povezave med dejavnostmi KV in poslovnimi izidi v slovenski organizaciji, ki bi v praksi uvedla tak teoretični model KV – USK.

LITERATURE

1. Aldana, S. (2022). What is wellness? With no wellness program definition it is everything, WellSteps, Effective Employee Wellness Solutions. https://www.wellsteps.com/blog/2020/01/02/what-is-wellness-program definition/
2. Armstrong, M. (2006). Strategic human resource management: A guide to action. Kogan Page.
3. Aura, O., Ahonen, G., & Ilmarinen, J. (2010). Strategic wellness management in Finland: The first national survey of the management of employee well-being. Journal of Occupational and Environmental Medicine, 52(12), 1249–1254.
4. Aura, O., Ahonen, G., Hussi, T., & llmarinen, J. (2016). Strateginen Hyvinvointi 2016. Helsinki: Ossi Aura Consulting OY, Helsinki.
5. Baicker, K., Cutler, D., & Song, Z. (2010). Workplace wellness programs can generate savings. Health Affairs, 29(2), 304–311.
6. Blatnik, P., Marinšek, M., & Tušak, M. (2016). Stres, absentizem in ekonomski vidiki telesne neaktivnosti, in Tušak, M. et al. (Eds.), Psihološki, ekonomski in pravni vidiki promocije zdravja na delovnem mestu. Univerza v Ljubljani, (46–66) Fakulteta za šport, Ljubljana.
7. Bon, M., & Kosec, Z. (2016). Uporaba elementov korporativnega velnesa v športu. Šport, 64 (3–4), 77–80.
8. Bošković, A., & Krstić, A. (2020). The combined use of balanced scorecard and data envelopment analysis in the banking industry. Business Systems Research, 11(1), 4–15.
9. Bryson, A., Forth, J. P., & Stokes, L. (2017). Does employees' subjective well-being affect workplace performance? Human relations, 70(8), 1017–1037.
10. Chandra, A., Acosta, J. D., Carman, K. G., Dubowitz, T., Leviton, L., ... & Plough, A. L. (2016). Building a national culture of health: background, action framework, measures, and next steps. Rand Health Quarterly, 6(2).
11. Chetty, L. (2017). An evaluation of the health and wellbeing needs of employees: An organizational case study. Journal of Occupational Health, 59(1), 88–90.
12. Cignitas, C. P., Torrents Arévalo, J. A., & Vilajosana Crusells, J. (2022a). Literature review on the effect of balanced scorecard on employee wellbeing. International Journal of Business and Management, 17(3), 103–120.
13. Cignitas, C. P., Torrents Arévalo, J. A., & Vilajosana Crusells, J. (2022b). Positive management and the balanced scorecard: a successful strategy for organizations. Journal of Positive School Psychology, 6(3), 2606–2627.
14. Dollard, M. F., Opie, T., Lenthall, S., Wakerman, J., Knight, S., Dunn, S., & MacLeod, M. (2012). Psychosocial safety climate as an antecedent of work characteristics and psychological strain: a multilevel model. Work & Stress, 26(4), 385–404.
15. Dressler, M., & Gulev, R. E. (2021). The effect of a mindfulness-based stress reduction program on students' test performance.' International Journal of Sustainable Economy, 13(4), 389–401.
16. Fabius, R., & Phares, S. (2021). 'Companies that promote a culture of health, safety, and wellbeing outperform in the marketplace.' Journal of Occupational and Environmental Medicine, 63(6), 456–461.
17. Fabius, R., Thayer, R. D., Konicki, D. L., Yarborough, C. M., Peterson, K.W., Isaac, F., ... & Dreger, M. (2013). The link between workforce health and safety and the health of the bottom line. Journal of Occupational and Environmental Medicine, 55(9), 993–1000.
18. Gallup. (2022). State of the global workplace: 2022 report. https://www.gallup.com/workplace/349484/state-of-the-global-workplace-2022-report.aspx

19. GWI. (2016). The future of wellness at work. Global Wellness Institute (January).
20. GWI. (2023). History of wellness. Global Wellness Institute. https://globalwellnessinstitute.org/what-is-wellness/history-of-wellness/
21. Goetzel, R. Z., Fabius, R., Fabius, D., Roemer, E. C., Thornton, N., Kelly, R. K., & Pelletier, K. R. (2016). The stock performance of C. Everett Koop award winners compared with the Standard & Poor's 500 Index. Journal of Occupational and Environmental Medicine, 58(1), 9–15.
22. Goetzel, R. Z., Henke, R. M., Tabrizi, M., Pelletier, K. R., Loeppke, R., Ballard, D., … & Metz, R. D. (2014). Do workplace health promotion (wellness) programs work? Journal of Occupational and Environmental Medicine, 56(9), 927–934.
23. Goetzel, R. Z., Pei, X., Tabrizi, M. J., Henke, R. M., Kowlessar, N., & Metz, R. D. (2012). Ten modifiable health risk factors are linked to more than one-fifth of employer-employee health care spending. Health Affairs, 31(11), 2474–2484.
24. Grossmeier, J., Chapman, L., Moorefield, R., Kenney, C., Toussaint, L., & DeLorenzo Sr, A. (2019). Editor’s desk: Addressing spiritual well-being in the workplace. American Journal of Health Promotion, 33(7), 1081–1093.
25. Grossmeier, J., Fabius, R., Flynn, J. P., Noeldner, S. P., Fabius, D., Goetzel, R. Z., & Anderson, D. R. (2016). Linking workplace health promotion best practices and organizational financial performance : Tracking market performance of companies with highest scores on the HERO Scorecard. Journal of Occupational and Environmental Medicine, 58(1), 16–23.
26. Grossmeier, J., Seaverson, E. L., Mangen, D. J., Wright, S., Dalal, K., Phalen, C., & Gold, D. B. (2013). Impact of a comprehensive population health management program on health care costs. Journal of Occupational and Environmental Medicine, 55(6), 634–643.
27. Gubler, T., Larkin, I., & Pierce, L. (2018). Doing well by making well: The impact of corporate wellness programs on employee productivity. Management Science, 64(11), 4967–4987.
28. Gulin, D., Janković, S., Dražić Lutilsky, I., Perčević, H., Peršić, M., & Vašiček, V. (2011). Upravljačko računovodstvo. Hrvatska zajednica računovođa i financijskih djelatnika.
29. Hall, M., Millo, Y., & Barman, E. (2015). Who and what really counts? Stakeholder prioritization and accounting for social value. Journal of Management Studies, 52(7), 907–934.
30. Henke, R. M., Goetzel, R. Z., McHugh, J., & Isaac, F. (2011). Recent experience in health promotion at Johnson & Johnson: lower health spending, strong return on investment. Health Affairs, 30(3), 490–499.
31. Ismail, M. B. M., & Velnampy, T. (2013). Determinants of corporate performance (CP) in public health service organizations (PHSO) in eastern province of Sri Lanka: a use of balanced score card (BSC). Industrial Engineering Letters, 3(8), 1–9.
32. Jagrič, T., Grbenic, S. O., & Jagrič, V. (2020). Health sector in North Macedonia - the analysis of the economic impact. International Journal of Sustainable Economy (IJSE), 12(3), 281–296.
33. Kaplan, R. S., & Norton, D. P. (1992). The balanced scorecard: Measures that drive performance. Harvard Business Review, 7 (1), 71–79.
34. Kaplan, R. S., & Norton, D. P. (1996). Using the balanced scorecard as a strategic management system. Harvard Business Review, 74(1), 75–85.
35. Kaplan, R. S., & Norton, D. P. (1997). A estratégia em ação: balanced scorecard (13a. ed.). Campus, Rio de Janeiro.
36. Kaplan, R. S., & Norton, D. P. (2001). The strategy-focused organization: How balanced scorecard companies thrive in the new business environment. Harvard Business Press.
37. Kaplan, R. S., & Norton, D. P. (2004). Measuring the strategic readiness of intangible assets. Harvard Business Review, 82(2), 52–63.
38. Kaplan, R. S., & Norton, D. P. (2008). Mastering the management system. Harvard Business Review, 86(1), 62.
39. Kaplan, R. S., Norton, D. P., & Rugelsjoen, B. (2010). Managing alliances with the balanced scorecard. Harvard Business Review, 88(1), 114–120.
40. Karman, A. (2019). The role of human resource flexibility and agility in achieving sustainable competitiveness. International Journal of Sustainable Economy, 11(4), 324–346.

41. Kim, J., Lee, S., Chun, S., Han, A., & Heo, J. (2017). The effects of leisure-time physical activity for optimism, life satisfaction, psychological well-being, and positive affect among older adults with loneliness. Annals of Leisure Research, 20(4), 406–415.
42. Kodrin, A. (2016). The balanced scorecard approach for sustainable performance in an uncertain future: the case of climate change. [PhD Thesis, Faculty of Economics university of Ljubljana].
43. Kosec, Z. (2016). Dobro počutje posameznika v digitalni družbi je ključno za njegovo kakovost in odličnost. In Proceedings of the Conference; 25. letna konferenca Slovenskega združenja za kakovost in odličnost. Portorož, Slovenia, (pp.1–4). Slovensko združenje za kakovost in odličnost, https://www.korporativni-velnes.si/wp-content/uploads/2018/03/Dobro-pocutje-posameznika.pdf
44. Kropp, B., & McRae, E. R. (2022). 11 Trends that will shape work in 2022 and beyond. Harvard Business Review, January 13, https://hbr.org/2022/01/11-trends-that-will-shape-work-in-2022-and-beyond
45. Lončarević, M. (2006). Sustav uravnoteženih ciljeva u funkciji uspješnosti poslovanja hrvatskih poduzeća. Ekonomski pregled, 57(1–2), 97–129.
46. Mazur, B., & Mazur-Małek, M. (2017). Towards corporate wellness: Health culture and wellness programs. Journal of Intercultural Management, 9(3), 45–61.
47. Merchant, J. A., Lind, D. P., Kelly, K. M., & Hall, J. L. (2013). An employee total health management–based survey of Iowa employers. Journal of Occupational and Environmental Medicine, 55(S12), S73–S77.
48. Merrill, R. M., & LeCheminant, J. D. (2016). Medical cost analysis of a school district worksite wellness program. Preventive Medicine Reports, 3, 159–165.
49. Niebuhr, S., & Grossmeier, J. (2015). Is it time for a broader approach? Recasting the value of »employee health« with a focus on workforce capability. American Journal of Health Promotion, 29(6), 6–9.
50. Niven, P. R. (2002). Balanced scorecard step-by-step: Maximizing performance and maintaining results. John Wiley & Sons.
51. Núñez-Sánchez, J. M., Gómez-Chacón, R., Jambrino-Maldonado, C., & García-Fernández, J. (2022). Can a corporate well-being programme maintain the strengths of the healthy employee in times of COVID-19 and extensive remote working? An empirical case study. European Journal of Government and Economics, 11(1), 51–72.
52. Oliver, M. D., Baldwin, D. R., & Datta, S. (2018). Health to wellness: A review of wellness models and transitioning back to health. International Journal of Health, Wellness & Society, 9(1), 41–56.
53. Pestotnik, T. (2017). Promocija zdravja na delovnem mestu: vidik delodajalca in delojemalca. [PhD Thesis, Faculty of Economics university of Ljubljana]
54. Porter, M. E. (2008). Competitive Advantage: Creating and Sustaining Superior Performance. Simon and Schuster.
55. Puhakka, I. J., Nokelainen, P., & Pylväs, L. (2021). Learning or leaving? Individual and environmental factors related to job satisfaction and turnover intention. Vocations and Learning, 14(3), 481–510.
56. Rang, G. K., & Sjöstrand, F. (2021). Employee well-being as a strategic business imperative at sap-a prerequisite for organizational success? [Master's thesis in management, Lund, Lund University, School of Economics and Management] https://www.academia.edu/77834649/Employee_Well_Being_as_a_Strategic_Business_Imperative_at_SAP_A_prerequisite_for_organizational_success
57. Rašić-Jelavić, S. and Pajdaković-Vulić, M. (2021). Sustainability balanced scorecard: Four performance perspectives or more? Strategic Management, 26(4), 37–49.
58. Romanello, M., McGushin, A., Di Napoli, C., Drummond, P., Hughes, N., Jamart, L. … & Hamilton, I. (2021). 'The 2021 report of the Lancet Countdown on health and climate change: code red for a healthy future.' The Lancet 398(10311), 1619–1662.
59. Schwatka, N.V., Smith, D., Weitzenkamp, D., Atherly, A., Dally, M. J., & Newman, L. S. (2018). The impact of worksite wellness programs by size of business: A 3-year longitudinal study of participation, health benefits, absenteeism, and presenteeism. Annals of Work Exposures and Health, 62(S1), S42–S54.

60. Sorensen, G., Dennerlein, J. T., Peters, S. E., Sabbath, E. L., Kelly, E. L., & Wagner, G. R. (2021). The future of research on work, safety, health and wellbeing: A guiding conceptual framework. Social Science & Medicine, 269, 1–9.
61. Sutton, A., Evans, M., Davies, C., & Lawson, C. (2016). The development and longitudinal evaluation of a wellbeing programme: An organisation case study. International Journal of Wellbeing, 6(1), 180–195.
62. Terry, P. E. (2016). The role of american heart association (AHA) in advancing workplace health promotio. American Journal of Health Promotion, 30(7), 563–582.
63. Van Rhenen, W., Blonk, R. W. B., van der Klink, J. J. L., van Dijk, F. L. H., & Schaufeli, W. B. (2005). The effect of a cognitive and a physical stress-reducing programme on psychological complaints. International Archives of Occupational and Environmental Health, 78, 139–148.
64. WHO. (1948). Constitution. World Health Organization.
65. Wijngaards, I., King, O. C., Burger, M. J., & van Exel, J. (2022). Worker Well-Being: What it is, and how it should be measured. Applied Research in Quality of Life, 17(2), 795–832.
66. Yeung, O., & Johnston, K. (2020). Resetting the world with wellness: A new vision for a post COVID-19 future. Global Wellness Institute.

Jasna Zagrajšek, Slopak d.o.o.
E-naslov: jasna.zagrajsek@slopak.si
Dr. Žiga Čepar, redni profesor na Fakulteti za ekonomijo in informatiko Univerze v Novem mestu
E-naslov: ziga.cepar@uni-nm.si
Dr. Malči Grivec, docentka na Fakulteti za ekonomijo in informatiko Univerze v Novem mestu
E-naslov: malci.grivec@uni-nm.si

Dr. Mojca Blažič

Pomen storitve karierne orientacije v visokošolski instituciji

DOI: https://doi.org/10.55707/eb.v11i2.145

Izvirni znanstveni članek

UDK 331.108.4:378-057.875

KLJUČNE BESEDE: karierna orientacija, mladi, karierni center, karierno načrtovanje, kariera

POVZETEK – V postmoderni družbi smo ljudje postali mobilnejši, svobodnejši, vpeti v spletna omrežja in komunikacijo po vsem svetu. Globalizacija je prinesla številne nove poklicne poti s široko množico poklicnih izbir; kar nam ponuja, je veliko priložnosti in izzivov, hkrati pa to vzbuja negotovost in strah, pri čemer je ustvarjanje trajnostnih kariernih priložnosti zapleteno, še posebej za mlade. Zgodnje odločanje o karieri je dandanes ključno, če želijo študentje uspeti na visokokonkurenčnem trgu dela in si zagotoviti zaposljivost, zato sta karierno svetovanje in podpora pri načrtovanju kariere toliko pomembnejša skozi celoten proces študija. V prispevku predstavimo izsledke kvantitativne empirične raziskave med študenti Univerze v Novem mestu, pri čemer smo identificirali specifične izzive in potrebe mladih za namen izboljševanja storitve karierne orientaciji v izbrani visokošolski ustanovi. Ugotavljamo, da študentje k načrtovanju kariere sicer pristopajo odgovorno, vendar se spoprijemajo s kompleksnostjo vpliva družbenih/socialnih in psihičnih dejavnikov ter z negotovostjo, kar otežuje prevzemanje odgovornosti za kariero.

Original scientific article

UDK 331.108.4:378-057.875

KEYWORDS: career guidance, young people, career centre, career planning, career

ABSTRACT – In the postmodern society, people have become more mobile, free, connected in online networks and communication all over the world. Globalization has brought many new career paths with a wide range of career choices, offering us many opportunities and challenges, while at the same time causing uncertainty and fear, which makes the creating of sustainable career opportunities complex, especially for young people. Early career decision-making is essential nowadays if students want to succeed in the highly competitive labor market and ensure their employability, which is why career guidance and support in career planning are all the more important throughout the study process. In this paper, we present the results of a quantitative empirical research among the students of the University of Novo mesto, where we identified specific challenges and needs of young people for the purpose of improving career orientation services in selected higher education institutions. The results show that while students approach career planning responsibly, they face the complexity of the impact of social and psychological factors, as well as uncertainty, which makes it difficult to take responsibility for their careers.

1 Uvod

Ljudje smo v postmoderni družbi postali mobilnejši, svobodnejši, vpeti v spletna omrežja in komunikacijo po vsem svetu. Ponujenih nam je veliko priložnosti in izzivov, hkrati pa to vzbuja past, negotovost in strah, pri čemer je ustvarjanje trajnostnih kariernih priložnosti zapleteno, še posebej za mlade. Zlasti obdobje mladosti je zaznamovano s korenitimi spremembami in odločitvami, ki lahko močno vplivajo na nadaljnje življenje.

Prejeto/Received: 15. 4. 2024
Sprejeto/Accepted:27. 8. 2024

Med nadaljevanjem gospodarske negotovosti in zelo konkurenčnega trga dela so strategije za krepitev zaposljivosti študentov pomembno vprašanje ponudnikov visokošolskega izobraževanja po vsem svetu. Univerze in fakultete vedno bolj priznavajo svojo odgovornost za usmerjanje študentov in diplomantov v kariernem razvoju z razvijanjem različnih veščin, ki so potrebne za izpolnjevanje zahtev na trgu dela, kot je sposobnost, da pokažejo prožnosti, ki temeljijo na zavzetosti za delo in zavezanosti delodajalcu v spreminjajočih se časih. Hkrati se povečuje pritisk na visoko šolstvo, da ustvari diplomante, ki so ustrezno usposobljeni in spretni pri izbiri kariernih ciljev, krmarjenju po različnih zaposlitvenih priložnostih ter pri izražanju njihovih prednosti in sposobnosti, ker se večina kariere ne razvija več v jasnih mejah in je zato v veliki meri nepredvidljiva (Pryor in Bright, 2011). Pridobitev diplome je povezana z dolgoročnimi kognitivnimi, socialnimi in ekonomskimi koristmi za posameznike, tj. koristmi, ki se prenašajo na prihodnje generacije, povečujejo kakovost življenja družin, skupnosti, v kateri živijo, in širše družbe (Kuh idr., 2008).

2 Pomen podpore pri prvih kariernih korakih mladih med študijem

Znano je, da ni enotne opredelitve pojma kariera in da je zlasti v zadnjem času v povezavi s pojmovanjem kariere prišlo do velikih sprememb. Nove razmere na trgu dela v negotovem gospodarstvu kličejo po tem, da ne gledamo na kariero kot na dosmrtno zavezanost enemu delodajalcu, ampak ponavljajoče se ponujanje svojih spretnosti in storitev vrsti delodajalcev, ki potrebujejo sodelavce. Vzorci kariere tako postajajo vse bolj pestri, pri čemer pa je nujno omeniti vse večji poudarek na osebnem razvoju posameznika (Merkač Skok, 2005, str. 140; Možina, 2002, str. 74). Kariera in odločitve o njenem razvoju so dandanes v rokah individualne osebe in ne ustanove (Peiperl in Arthur, 2000, str. 6).

Karierni razvoj je vseživljenjski proces samoizražanja in zavedanja, nenehno pridobivanje znanja o stalno spreminjajočem se svetu dela in odločanja. Načrtovanje kariere je pomemben dejavnik razvoja posameznika; gre za »proces, v katerem posameznik razvija, implementira in nadzoruje zastavljene karierne cilje in strategijo« (Greenhaus, 2010, str. 12). Večina študentov bo skozi vse svoje življenje opravila več kariernih sprememb, zato je bistveno, da so opolnomočeni in opremljeni z razumevanjem, kako sprejemati karierne odločitve. McAdam (2014) govori o sposobnosti izbora različnih možnosti in dejavnosti na način, da posameznik izkoristi svoje znanje, izkušnje in zavezanost odločitvam ter išče odgovore na »kaj«, »kako« »zakaj«, pri čemer se opira na prenosljive karierne kompetence (Arthur in Rousseau, 1996). V tem ključnem obdobju lahko visokošolska ustanova nudi študentom pomoč pri razjasnjevanju ciljev, osvetlitvi idej, vodenju, usmerjanju in pri iskanju stikov z mogočimi delodajalci.

V procesu izobraževanja študentje opravijo izjemen čustveni, duhovni in kognitivni razvoj. Za razvoj samopodobe tja do konca formalnega izobraževanja so pomembni vsi dejavniki primarne socializacije (vzgojni vpliv staršev, pomembni drugi, šola, ožje socialno okolje). Ta samopodoba z vstopom v delovno okolje doživi šok realnosti delovnega sveta, pri čemer stvari večinoma potekajo drugače kot v naših idealnih predstavah o poklicu. Ta proces je pogosto boleč in poln presenečenj. Študentje so preplavljeni z močnimi sporočili staršev, medijev in drugih virov, ki pogosto prikazujejo nepravilno ali nepopolno sliko procesa kariere. V poklicu veljajo določena pravila, norme vedenja, nanjo se vežejo posebna pričakovanja in predstave, kakšen naj bo posameznik, ki je sprejel vlogo posameznega poklica. Tako imajo prihodnji študentje že pred študijem izoblikovane predstave in pričakovanja v povezavi s poklicem. Med študijem se identifikacija s poklicem v resnici šele začne, imaginarne predstave in pričakovanja se lahko še okrepijo ali pa študent ugotovi razkorak med svojimi predstavami o poklicu, lastnimi pričakovanji in profesionalnimi možnostmi ter zahtevami ter razreši ta »konflikt« ali pa se oklene svojega prav. Spoprijemanje z razkorakom v individualnih predstavah in s funkcijo poklica je nujno; zgodi se, če ne prej, ko se mlad, teoretično podkovan strokovnjak zaposli. Študent mora nujno prepoznati in poznati motive, ki so vplivali na odločitev za študij, se z njimi spoprijeti in jih predelati. Ravno zato je razvoj kariere ključen, a včasih prezrt sestavni del holističnega razvoja in blaginje študentov (Blažič, 2011). Študija med mladimi v Veliki Britaniji (Dood, 2021) je med drugimi pokazala, da se mladi spoprijemajo z daljšimi in zapletenejšimi prehodi v zaposlitev pa tudi z nižjimi izhodiščnimi plačami, zato je zaskrbljenost glede dela in kariere mladih pripeljala do novih politik, ki potrjujejo pomen zagotavljanja ustrezne karierne podpore mladim med šolanjem. Zgodnje odločanje o karieri je dandanes ključno, če želijo študentje uspeti na visokokonkurenčnem trgu dela in si zagotoviti zaposljivost.

3 Pomen storitev karierne orientacije v visokem šolstvu

Okoliščine, v katerih živimo, se zelo hitro spreminjajo, zato se posameznik zelo težko znajde v vedno novih razmerah, ki jih slabo pozna, in pogosto ne ve, kako bi se jim prilagodil ali jih celo vnaprej predvidel. Medresorske smernice kakovosti vseživljenjske karierne orientacije (2015) kot usmeritev/cilj navajajo večjo usposobljenost posameznika za vodenje kariere, za kar pa mora imeti razvito »kompetenco za vodenje kariere«. To pomeni, da morajo biti posamezniku nudene priložnosti za razvoj veščin vodenja kariere, ki bi mu omogočale, da uspešno vodi svojo karierno pot. Vključevanje karierne orientacije v izobraževalne sisteme spada že nekaj let med pomembne strateške cilje Evropske unije in velja za eno ključnih kompetenc vseživljenjskega učenja, ki v prvi vrsti služi posameznikovemu osebnemu razvoju pa tudi gospodarskim ciljem in ciljem socialne politike. S hitrim razvojem družbe in tehnologije postaja osebna prilagodljivost vse pomembnejša. Učenje prilagajanja spreminjajočemu se svetu postaja eden izmed nujnih pogojev za uspeh. »Prilagodljivost kariere« (Chen idr., 2020) lahko pomaga posameznikom, da se nemoteno prilagodijo spremembam pri obvladovanju svojih kariernih vlog, kar bo prispevalo k doseganju večjega smisla v življenju. Učne možnosti za načrtovanje kariere so povsod okrog nas, vsekakor pa je glavni namen, da zmoremo učne možnosti prepoznati, ob tem pa pristopiti z bolj sistematičnimi oblikami učenja pri reševanju izzivov v karieri in diagnosticiranja priložnosti za karierne premike. Vsak posameznik mora biti sposoben, in to od začetka do konca življenja, doumeti in izrabiti vse priložnosti, da pokaže to prvo znanje, ga poglobi in obogati; sposoben mora biti prilagajati se temu spreminjajočemu se svetu« (Delors, 1996, str. 77). Zaradi tega razloga sta karierno svetovanje in podpora pri načrtovanju kariere toliko pomembnejša skozi celoten proces študija.

Visokošolski sistemi so skozi zgodovino oblikovali trdno strukturo institucij in načel delovanja, ki pa so v zadnjih desetletjih tarča pritiskov javnosti po »modernizaciji«, med drugimi tudi združevanje visokega šolstva in sfere zaposlovanja, kar destabilizira tradicionalni profesionalni prostor visokega šolstva. V ozadju tovrstne modernizacije je logika ustvarjanja znanja oz. logika ustvarjanja človeškega kapitala, človeški um, ne pa njegove roke; ta je postal najpomembnejši element rasti in razvoja gospodarstva. Hkrati se povečuje pritisk na visoko šolstvo, da ustvari diplomante, ki so ustrezno usposobljeni in spretni pri izbiri kariernih ciljev, krmarjenju po različnih zaposlitvenih priložnostih in izražanju njihovih prednosti ter sposobnosti, ker se večina kariere ne razvija več v jasnih mejah in je zato v veliki meri nepredvidljiva (Pryor in Bright, 2011). Študija Rok (2015) opozori, da je prehod mladih iz formalnega izobraževanja v sfero dela očitno podcenjen. Rezultati njene raziskave jasno pokažejo potrebo po dodatnem in intenzivnejšem delu s študenti na področju razvijanja kompetenc za zaposljivost.

Študija Jakson in Wilton (2016) poudari potrebo univerz, da opremijo študente z ustreznimi kompetencami za uspešen karierni korak študentov pa tudi (ob sodelovanju z gospodarstvom, okoljem) razvijejo strategije za spodbujanje/vključevanje študentov v različne oblike kariernega samoupravljanja že med študijem. Univerzitetni karierni centri predstavljajo vez med visokim šolstvom in gospodarstvom, katerega glavna naloga je izvajanje dejavnosti kariernega svetovanja ter pomoč dijakom, študentom in diplomantom pri izbiri študijske in karierne poti. Študent z odločitvijo za študij in izbiro študijske smeri naredi odločilen korak na svoji karierni poti. Kot poroča Forbes (Gobels, 2014), karierni centri študentom pomagajo »postati najboljši mogoči kandidati za tržno zaposlitev«. Oddelki za karierne storitve dajejo študentom priložnost, da raziščejo karierne možnosti, razumejo pričakovanja na delovnem mestu, izpopolnijo mehke veščine, kot sta vodenje in komunikacija, in celo bolje razumejo dodano vrednost diplome, ki jo pridobijo.

Raziskovalec na področju kariernega razvoja mladih, dr. Michael Healy (2023), povzema ugotovitve več študij. Več metaanalitičnih študij o intervencijah za razvoj kariere je pokazalo, da imata kakovostna kariera in učenje zaposljivosti pozitiven vpliv na samoučinkovitost, odločnost, karierno zrelost, prilagodljivost kariere in občutek poklicne identitete posameznika (Langher., 2018; Ozlem, 2019; Whiston idr., 2017).

Študije, ki ocenjujejo programe krepitve karierne poti zaposljivosti za univerzitetne študente, so odkrile pozitivne učinke na poklicne in akademske rezultate (Clayton idr., 2019; Hansen in Pederson, 2012; Reardon in Fiore, 2014; Reardon idr., 2015).

Raziskave veščin in uspeha pri iskanju zaposlitve so pokazale, da storitve, namenjene učenju ljudi, kako iskati in zaprositi za zaposlitev, bistveno povečajo samoučinkovitost strank in zaposlitvene rezultate (Liu idr., 2014).

Raziskave so pokazale še, da lahko ciljno usmerjeno izobraževanje izboljša podjetniško samoučinkovitost, namere in stališča (Nabi idr., 2017) ter mrežno vedenje in povezave (Brown idr., 2019; Jokisaari in Vuori, 2011; Spurk idr., 2015), kar prispeva h karierni uspešnosti študentov.

Na drugi strani študije opozarjajo na nezmožnost študentov, da v celoti izkoristijo storitve svojega kariernega centra pri iskanju zaposlitve. Kot razkriva raziskava Gallup in Strada med študenti, vpisanimi na 43 naključno izbranih fakultet in univerz, javnih in zasebnih, se manj kot 20 odstotkov dodiplomskih študentov obrne na karierne centre svoje fakultete po nasvet o iskanju zaposlitve ali iskanju in prijavi na podiplomske programe, kar so običajno ključne storitve kariernih centrov. Pogosto se študentje namesto tega posvetujejo s prijatelji in z družinskimi člani o pomembnih odločitvah, ki lahko vplivajo na zaposlitev, kot je izbira smeri. Podobno študija Bradley idr. (2019) med študenti psihologije pokaže, da se študentje ne vključujejo v dogodke, ki bi jim pomagali raziskati njihove karierne možnosti; udeležba je običajno manj kot 50-odstotna.

4 Metodologija

4.1 Namen in cilji raziskave

Namen raziskave je pridobiti informacije o vsebinah, ki študente zanimajo za namen krepitve delovanja in širitve ponudbe storitev kariernega centra ter ustvariti podporno, varno, odzivno in verodostojno okolje, ki spodbuja študente k odkrivanju možnosti za razvoj kariere, temelječih na posameznikovih interesnih sposobnosti in vrlinah z namenom razviti poti za prepoznavanje posebnih potreb in specifik različnih skupin študentov, ki bi potrebovali dodatno (specifično) pomoč in podporo kariernega centra.

Kot opredeli Sultana (2019), akcijsko raziskovanje, umeščeno v prakso, omogoča reflektivnim izvajalcem karierne orientacije, da preverijo programe, ki jih izvajajo za izboljšanje svojega dela, kar ne nazadnje zagotavlja kakovostnejši napredek učencev pri izobraževanju za poklic. Na uporabnika osredinjeni sistemi zagotavljanja kakovosti opolnomočijo stranke in uporabnike storitve (npr. dijake in/ali njihove starše ali skrbnike, študente) za opredeljevanje različnih vidikov storitve, tako da so povabljeni bolj ali manj prispevati k pripravi in upravljanju storitve, upošteva pa se tudi njihovo mnenje o tem, ali so bili izpolnjeni standardi.

Zato smo si pri tem zastavili naslednje cilje raziskovanja: prepoznati težave pri kariernem odločanju študentov in razumevanju odnosov do načrtovanja karierne poti; osvetliti dejavnike, ki podpirajo/ovirajo študente pri sprejemanju kariernih odločitev; prepoznati specifične potrebe in interese študentov za lažje identificiranje vsebin v celostni obravnavi karierne orientacije.

4.2 Raziskovalno vprašanje

Postavili smo naslednja raziskovalna vprašanja:

- □ RV 1: V kolikšni meri lahko razumevanje pomena kariere prispeva k izzivom mladih pri načrtovanju karierne poti?
- □ RV 2: Kateri so najpogostejši dejavniki, ki ovirajo mlade pri sprejemanju kariernih odločitev?
- □ RV 3: Katere so specifične potrebe in interesi študentov za obisk storitev kariernega centra?

4.3 Metode in tehnike zbiranja podatkov

Raziskava je temeljila na deskriptivni in kvantitativni metodi dela. Kot merski instrument je bil na podlagi pregledane literature in drugih virov izdelan anketni vprašalnik. Zbiranje podatkov je bilo opravljeno v septembru 2023 z anonimnim spletnim vprašalnikom, objavljenim v spletni aplikaciji EnKlik Anketa.

4.4 Opis vzorca

Osnovno množico predstavljajo vsi študentje, ki so v študijskem letu vpisani v študijske programe fakultet članic Univerze v Novem mestu na vseh treh stopnjah študija. V raziskavi je sodelovalo 178 študentov, v vzorec pa smo zajeli 138 študentov, ki so ustrezno izpolnili vprašalnik. Sodelovalo je 77,5 % študentk in 22,5 % študentov, pri čemer je 55,8 % vključenih v redne oblike izvajanja študijskih programov, 44,2 % je izrednih študentov. Več kot polovica študentov (61,6 %) prihaja iz UNM FZV, dobra četrtina (26,1 %) iz UNM FEI, ki sta tudi po številu vpisanih študentov največji, manjši delež študentov (6,5 %) pa prihaja iz UNM FPUV in UNM FS (5,8 %).

4.5 Opis instrumenta

Vprašalnik smo oblikovali na podlagi znanstvene in strokovne literature. Pridobili smo osnovne demografske podatke (spol, starost, način študija, fakulteta, študijski program). S prvim sklopom vprašanj smo na lestvici stališč Likertovega tipa s 5-stopenjsko mersko lestvico preverjali razumevanje odnosa do načrtovanja karierne poti. V naslednjih sklopih vprašanj smo preučevali družbene/socialne in psihološke dejavnike, ki jih študentje prepoznavajo kot ovire na karierni poti. V tretjem sklopu vprašanj smo preverili interes za obisk kariernega centra in delavnic za krepitev kariernega kapitala, pri čemer smo poskusili identificirati tudi posebne skupine študentov, s katerimi se anketirani identificirajo.

4.6 Opis obdelave podatkov

Za analizo in prikaz rezultatov smo uporabili Microsoft Excel. Podatki so bili obdelani z opisno statistiko in s t-testom. Rezultati so tabelarično prikazani v nadaljevanju.

4.7 Rezultati in interpretacija

Prvi sklop vprašanj se nanaša na razumevanje odnosa študentov do načrtovanja kariere in karierne poti.

Tabela 1

Razumevanja odnosa študentov do načrtovanja kariere

Trditev	f, f (%)					povprečje	std. odklon
	1-sploh ne drži	2- redko drži	3-srednje drži	4-pogosto drži	5-povsem drži		
Imam začrtano karierno pot, ki jo uspešno izpeljujem.	4 (2,9 %)	10 (7,2 %)	37 (26,8 %)	61 (44,2 %)	26 (18,8 %)	3,69	0,96
Načrtujem svoje karierne cilje.	1 (0,7 %)	10 (7,2 %)	30 (21,7 %)	64 (46,4 %)	33 (23,9 %)	3,86	0,89
Pomembno je poznavanje sebe in svojih karienih možnosti.	1 (0,7 %)	2 (1,4 %)	10 (7,2 %)	54 (39,1 %)	71 (51,4%)	4,39	0,75
Če naletim na ovire, lahko najdem način, da jih premagam in dosežem zastavljen cilj.	1 (0,7 %)	2 (1,4 %)	29 (21%)	62 (44,9 %)	44 (31,9 %)	4,06	0,81
Poznam svoje sposobnosti in spretnosti (vem, kaj znam in kaj zmorem).	1 (0,7%)	3 (2,2 %)	16 (11,6 %)	67 (48,6 %)	51 (37 %)	4,19	0,78
Učinkovito postavljanje ciljev je sposobnost in veščina, ki jo lahko razvijemo in nas le redko poišče sama od sebe.	1 (0,7 %)	5 (3,6 %)	25 (1,1 8%)	58 (42 %)	49 (35,5 %)	4,08	0,86
Poznam svoje lastne omejitve na poti do kariernega cilja.	1 (0,7%)	2 (1,4%)	35 (25,4 %)	68 (49,3 %)	32 (23,2 %)	3,93	0,86
Vem, kaj me zanima (kaj si želim).	2 (1,4 %)	6 (4,3 %)	30 (21,7 %)	46 (33,3 %)	54 (39,1 %)	4,04	0,96
Vem, kje lahko poiščem pomoč pri načrtovanju svoje kariere.	10 (7,2 %)	16 (11,6 %)	35 (25,4 %)	51 (37 %)	26 (18,8 %)	3,49	1,14
Vem, kje (na katerem področju) imam najboljše možnosti za zaposlitev.	3 (2,2 %)	18 (13 %)	29 (21 %)	55 (39,9 %)	33 (23,9 %)	3,70	1,04
Sam prevzemam odgovornost za svojo kariero.	2 (1,4 %)	1 (0,7 %)	19 (13,8 %)	40 (29%)	76 (55,1 %)	4,36	0,85
Počutim se nesigurnega glede prihodnosti.	26 (18,8 %)	35 (25,4 %)	33 (23,9 %)	28 (20,3%)	16 (11,6%)	2,80	1,28

Kot je razvidno iz tabele 1, respondenti navajajo, da sami prevzemajo odgovornost za svojo kariero ($\bar{x}$ = 4,36; σ = 0,85), pa tudi, da jim je zelo pomembno poznavanje sebe in svojih kariernih možnosti ($\bar{x}$= 4,39; σ = 0,75), poznajo svoje sposobnosti in spretnosti ($\bar{x}$= 4,19; σ = 0,78). Respondenti navajajo še, da je učinkovito postavljanje ciljev veščina, ki jo lahko razvijemo ($\bar{x}$= 4,08; σ = 0,86), pri tem pa je zaznana že nekoliko višja raven negotovosti pri načrtovanju lastnih kariernih ciljev ($\bar{x}$= 3,86; σ = 0,89) in začrtani karierni poti ($\bar{x}$= 3,69; σ = 0,96). Nekoliko slabše ocenjujejo svojo zmožnost poiskati pomoč pri načrtovanju svoje kariere (3,5) pa tudi faktorja negotovosti glede prihodnosti ne gre zanemariti (2,8).

Čeprav jih večina navaja, da ima začrtano karierno pot, ki jo tudi uspešno realizira, pa tudi, da načrtujejo svoje karierne cilje, nam podatki razkrijejo, da pri več kot polovici študentov načrtovanje kariere poti poteka le v mislih (54 %), slaba tretjina ima pripravljene karierne načrte (31 %), ki si ga pripravi sama; od tega je le pet respondentov navedlo, da so pri pripravi kariernega načrta uporabili storitve kariernih svetovalcev (na fakulteti, ZRZZ, drugod). Le 10 % anketiranih študentov namerava karierni načrt še pripraviti. Zasledimo posameznike, ki menijo, da je v teh turbulentnih časih še vedno prostor za pristop k življenju »bo, kar bo«. Četrtina respondentov o kariernih ciljih le razmišlja, več kot polovica (55 %) pa načrtuje karierne cilje za obdobje petih let; manjši delež načrtuje kariero dolgoročno za obdobje desetih let.

Za namen ugotavljanja morebitnih razlik med podskupinama vzorca glede na spol in način študija smo oblikovali novo spremenljivko, poimenovano »načrtovanje kariere«, ki združuje predstavljene postavke v tabeli 1. S pomočjo izračuna t-testa smo preverili, v kolikšni meri se pojavljajo razlike v aritmetičnih sredinah glede na spol.

Tabela 2

Primerjava aritmetičnih sredin in izračun t-testa neodvisnih vzorcev za spremenljivko načrtovanje kariere glede na spol

	Spol	N		Std. deviation	Std. Error Mean
Načrtovanje kariere_spol	1	31	45,2581	5,58550	1,00319
	2	107	46,9626	6,46460	0,62496

		Levene Test enakosti varianc		t-test neodvisnih vzorcev					95% interval zaupanja za razliko	
		F	p-vrednost	t	Stopinje prostosti	p-vrednost	Povprečna razlika	Standardna napaka razlike	Spodnja mej	Zgornja meja
Načrtovanje kariere_spol	Predpostavljene enake variance	0,674	0,413	-1,330	136	0,186	-1,70455	1,28119	-4,23819	0,82908
	Predpostavljene različne variance			-1,442	55,441	0,155	-1,70455	1,18193	-4,07276	0,66366

Ob upoštevanju predpostavke o homogenosti variance (F = 0,674; p = 0,413) za načrtovanje kariere je t-test za neodvisne vzorce (tabela 2) pokazal, da se razumevanje odnosa študentov do načrtovanja kariere statistično značilno ne razlikuje (t = –1,330; g = 136; p = 0,186). Tudi v vzorcu je razlika v aritmetični sredini majhna; študentke sicer ocenjujejo svoj odnos do načrtovanja kariere nekoliko višje $\bar{x}$= 46,96; σ = 6,46) kot študentje ($\bar{x}$= 45,26; σ = 5,58).

S pomočjo izračuna t-testa smo preverili, v kolikšni meri se pojavljajo razlike v aritmetičnih sredinah glede na način študija.

Tabela 3

Primerjava aritmetičnih sredin in izračun t-testa neodvisnih vzorcev za spremenljivko načrtovanje kariere glede na način študija

	Spol	N		Std. deviation	Std. Error Mean
Načrtovanje kariere_način študija	1	77	45,5974	6,969468	0,79370
	2	61	47,8197	5,13325	0,65725

		Levene Test enakosti varianc		t-test neodvisnih vzorcev					95% interval zaupanja za razliko	
		F	p-vred-nost	t	Stopinje prostosti	p-vred-nost	Povprečna razlika	Stan-dardna napaka razlike	Spodnja meja	Zgornja meja
Načrtova-nje karie-re_način študija	Predpostav-ljene enake variance	2,701	0,103	-2,083	136	0,039	2,22227	1,06675	-4,23819	-0,11270
	Predpostav-ljene različ-ne variance			-2,156	135,350	0,033	-2,22227	1,03050	-4,26023	,-0,18431

Ob upoštevanju predpostavke o homogenosti variance (F = 2,701; p = 0,103) za načrtovanje kariere je t-test za neodvisne vzorce (tabela 3) pokazal, da se odnos rednih in izrednih študentov do načrtovanja kariere statistično značilno razlikuje (t = –1,330; g = 136; p = 0,039). V vzorcu je razlika v aritmetični sredini sicer majhna; redni študentje ocenjujejo svoj odnos do načrtovanja kariere nekoliko nižje ($\bar{x}$= 45,59; σ = 6,97) kot izredni študentje ($\bar{x}$= 47,82; σ = 5,13).

Osvetlili smo tudi širše družbene/socialne dejavnike, ki lahko študentom predstavljajo oviro na karierni poti.

Podatki pokažejo (tabela 4), da so najmočneje izpostavljeni dejavniki, ki pomembno vplivajo na študij in karierno pot, povezani s tesnimi medosebnimi odnosi, v katere so anketiranci vpeti. Respondenti poudarijo podporo partnerja ($\bar{x}$= 4,07; σ = 1,13) in lastne družine ($\bar{x}$= 4,07; σ = 1,20) ter usklajevanje zahtev študija, dela, družine in konjičkov ($\bar{x}$= 4,07; σ = 1,03) kot ključne dejavnike. Zelo močno vpliva tudi finančni položaj študenta ($\bar{x}$= 4,04; σ = 0,98). Zanemariti ne smemo tudi prispevka dejavnikov, kot so: podpora in spodbuda staršev, podpora izobraževalne ustanove med študijem, zdravstveno stanje, ki jih respondenti navajajo kot dejavnike, ki lahko srednje močno vplivajo na njihove karierne poti. Še najmanj jih ovirajo dejavniki, kot so: kulturno okolje, iz katerega izhajajo, prisotnost nasilja ali alkoholizma v njihovem socialnem okolju, mnenje drugih in občutek drugačnosti od drugih, vendar moramo tudi te dejavnike vzeti v razmislek.

Tabela 4

Družbeni/socialni dejavniki, kot prepoznane ovire na karierni poti

Trditev	f, f (%)					Povpre-čje	Std. od-klon
	1- nikakor ne vpliva na študij in karierno pot	2- zelo malo vpliva na študij in karierno pot	3 - srednje vpliva na študij in karierno pot	4 - močno vpliva na študij in karierno pot	5 - zelo močno vpliva na študij in karierno pot		
Podpora in spodbuda staršev pri študiju.	6 (4,3 %)	8 (5,8 %)	25 (18,1 %)	44 (31,9 %)	55 (39,9 %)	3,97	1,10
Podpora in spodbuda partnerja pri študiju.	7 (5,1 %)	6 (4,3 %)	23 (16,7 %)	37 (26,8 %)	65 (47,1 %)	4,07	1,13
Podpora in spodbuda prijateljev pri študiju.	6 (4,3 %)	19 (13,8)	40 (29 %)	37 (26,8 %)	36 (26,1 %)	3,57	1,15
Podpora izobraževalne institucije tekom študija.	3 (2,2 %)	11 (8,0 %)	39 (28,3 %)	41 (29,7 %)	44 (31,9 %)	3,81	1,04
Podpora lastne družine in otrok pri študiju.	12 (8,7 %)	3 (2,2 %)	13 (9,4 %)	45 (32,6 %)	65 (47,1 %)	4,07	1,20
Moj finančni položaj/stanje.	2 (1,4 %)	7 (5,1 %)	31 (22,5 %)	42 (30,4%)	56 (40,6 %)	4,04	0,98
Razdalja med krajem bivanja in izobraževalno institucijo.	7 (5,1 %)	16 (11,6 %)	35 (25,4 %)	41 (29,7 %)	39 (28,3 %)	3,64	1,16
Moje zdravstveno stanje.	8 (5,8 %)	12 (8,7 %)	27 (19,6 %)	32 (23,2 %)	59 (42,8 %)	3,88	1,22
Moje kulturno okolje (vrednote, vera …).	33 (23,9 %)	24 (17,4 %)	44 (31,9 %)	18 (13 %)	19 (13,8 %)	2,75	1,33
Usklajevanje zahtev študija, dela, družine in hobijev.	2 (1,4 %)	11 (8 %)	23 (16,7 %)	42 (30,4 %)	60 (43,5 %)	4,07	1,03
Prisotnost nasilja (verbalno, fizično, psihično) v mojem socialnem okolju. *	46 (33,3 %)	14 (10,1 %)	2 2 (15,9%)	18 (13 %)	36 (26,1 %)	2,83	1,68
Prisotnost alkoholizma v mojem socialnem okolju.	62 (44,9 %)	17 (12,3 %)	17 (12,3 %)	15 (10,9 %)	27 (19,6 %)	2,48	1,60
Občutek, da sem “drugačen” od drugih.	38 (27,5 %)	27 (19,6 %)	32 (23,2 %)	16 (11,6 %)	25 (18,1 %)	2,73	1,44
Mnenje drugih.	37 (26,8 %)	31 (22,5 %)	43 (31,2 %)	14 (10,1 %)	13 (9,4 %)	2,53	1,25
Moja spolna usmerjenost.	98 (71 %)	16 (11,6 %)	15 (10,9 %)	4 (2,9 %)	5 (3,6 %)	1,57	1,04

Opomba:*N = 136

Za namen ugotavljanja morebitnih razlik med podskupinami vzorca glede na spol in način študija smo oblikovali novo spremenljivko, poimenovano »družbeni/socialni dejavniki«, ki združuje predstavljene postavke v tabeli 4. S pomočjo izračuna t-testa smo preverili, v kolikšni meri se pojavljajo razlike v aritmetičnih sredinah glede na spol in način študija.

Tabela 5

Primerjava aritmetičnih sredin in izračun t-testa neodvisnih vzorcev za spremenljivko družbeni/socialni dejavniki glede na spol

	Spol	N		Std. deviation	Std. Error Mean
Družbeni/socialni dejavniki_spol	1	31	50,0645	12,30430	2,20992
	2	107	49,9813	10,72291	1,03662

		Levene Test enakosti varianc		t-test neodvisnih vzorcev					95% interval zaupanja za razliko	
		F	p-vrednost	t	Stopinje prostosti	p-vrednost	Povprečna razlika	Standardna napaka razlike	Spodnja meja	Zgornja meja
Družbeni/socialni dejavniki _spol	Predpostavljene enake variance	0,958	0,329	0,037	136	0,971	-1,70455	1,28119	-4,23819	0,82908
	Predpostavljene različne variance			-1,442	55,441	0,973	-1,70455	1,18193	-4,07276	0,66366

Ob upoštevanju predpostavke o homogenosti variance (F = 0,958; p = 0,329) za načrtovanje kariere je t-test za neodvisne vzorce (tabela 5) pokazal, da se razumevanja družbenih/socialnih dejavnikov kot prepoznanih ovir na karierni poti študentov statistično značilno ne razlikuje (t = –0,037; g = 136; p = 0,971). Tudi v vzorcu je razlika v aritmetični sredini majhna; pri tem študentje socialne in družbene ovire na karierni poti ocenjujejo nekoliko višje ($\bar{x}$= 50,06; σ = 12,30) kot študentke ($\bar{x}$= 49,98; σ = 10,72).

Tabela 6

Primerjava aritmetičnih sredin in izračun t-testa neodvisnih vzorcev za spremenljivko družbeni/socialni dejavniki glede na način študija

	Spol	N		Std. deviation	Std. Error Mean
Družbeni/socialni dejavniki_način študija	1	77	50,2727	11,33072	1,29126
	2	61	49,6557	10,77015	1,37898

		Levene Test enakosti varianc		t-test neodvisnih vzorcev					95% interval zaupanja za razliko	
		F	p-vrednost	t	Stopinje prostosti	p-vrednos	Povprečna razlika	Standardna napaka razlike	Spodnja meja	Zgornja meja
Družbeni/socialni dejavniki _način študija	Predpostavljene enake variance	1,034	0,311	0,325	136	0,746	-0,61699	1,90038	-3,14112	4,37510
	Predpostavljene različne variance			0,327	131,520	0,744	-0,61699	1,88916	-3,12008	4,35406

Ob upoštevanju predpostavke o homogenosti variance (F = 1,034; p = 0,311) za načrtovanje kariere je t-test za neodvisne vzorce (tabela 6) pokazal, da se razumevanja družbenih/socialnih dejavnikov kot prepoznanih ovir na karierni poti študentov glede na način študija statistično značilno ne razlikuje (t = –0,325; g = 136; p = 0,746). Tudi v vzorcu je razlika v aritmetični sredini majhna; pri tem študentke socialne in družbene ovire na karierni poti ocenjujejo nekoliko višje ($\bar{x}$= 50,27; σ = 11,33) kot študentje ($\bar{x}$= 49,66; σ = 10,77).

V obzir smo zajeli tudi potencialne psihološke dejavnike, ki lahko študentom predstavljajo oviro na karierni poti. Rezultate razkriva tabela 7.

Tabela 7

Potencialni psihološki dejavniki kot prepoznane ovire na karierni poti

Trditev	f, f (%)					Povprečje	Std. odklon
	1 – nikakor ne vpliva na študij in karierno pot	2 - malo vpliva na študij in karierno pot	3 – srednje vpliva na študij in karierno pot	4 - močno vpliva na študij in karierno pot	5 – zelo močno vpliva na študij in karierno pot		
Podoba o samem sebi.	9 (6,5 %)	15 (10,9 %)	28 (20,3 %)	44 (31,9 %)	42 (30,%)	3,69	1,20
Spoznavanje sebe, razmišljanje o sebi.	6 (4,3 %)	12 (8,7 %)	32 (23,2 %)	49 (35,5 %)	39 (28,3 %)	3,75	1,09
Samozavest.	2 (1,4 %)	7 (5,1 %)	25 (18,1 %)	40 (29 %)	64 (46,4 %)	4,14	0,98
Čustvena stabilnost/stanje, počutje.	6 (4,30%)	9 (6,5 %)	21 (15,2 %)	39 (28,1 %)	63 (45,7 %)	4,04	1,13
Motivacija za učenje.	1 (0,7 %)	8 (5,8 %)	15 (10,9 %)	38 (27,5 %)	76 (55,1%)	4,30	0,93
Moje učne navade.	2 (1,4 %)	4 (2,9 %)	22 (15,9 %)	50 (36,2 %)	60 (43,5 %)	4,17	0,90
Moja sposobnost odločanja.	4 (2,9 %)	4 (2,9 %)	22 (15,9 %)	50 (36,2 %)	60 (43,5 %)	4,12	0,99
Moji interesi.	3 (2,2 %)	11 (8 %)	21 (15,2 %)	45 (32,6 %)	58 (42 %)	4,04	1,04
Strah pred izpiti.	12 (8,7 %)	15 (10,9 %)	31 (22,5 %)	41 (29,7 %)	39 (28,3 %)	3,58	1,25
Anksioznost.	22 (15,9 %)	22 (15,9 %)	25 (18,1 %)	29 (21 %)	40 (29 %)	3,31	1,44
Depresija.	40 (29 %)	18 (13 %)	15 (10,9 %)	25 (18,1 %)	40 (29 %)	3,05	1,63
Pretirana zaskrbljenost.	15 (10,9 %)	19 (13,8 %)	24 (17,4 %)	29 (21 %)	51 (37 %)	3,59	1,37
Pomanjkanje časa.	7 (5,1 %)	8 (5,8 %)	32 (23,2 %)	36 (26,1 %)	54 (39,1 %)	3,86	1,22
Pomanjkanje izkušenj.	10 (7,2 %)	15 (10,9 %)	46 (33,3 %)	33 (23,9 %)	34 (24,6 %)	3,48	1,18
Pomanjkanje znanja.	13 (9,4 %)	11 (8 %)	44 (31,9 %)	30 (21,7 %)	40 (29 %)	3,53	1,25
Zadovoljstvo z življenjem nasploh.	15 (10,9 %)	7 (5,1 %)	30 (21,7 %)	43 (31,2 %)	43 (31,2 %)	3,67	1,27

Trditev	f, f (%)					Povprečje	Std. odklon
	1 – nikakor ne vpliva na študij in karierno pot	2 - malo vpliva na študij in karierno pot	3 – srednje vpliva na študij in karierno pot	4 - močno vpliva na študij in karierno pot	5 – zelo močno vpliva na študij in karierno pot		
Moja sposobnost reševanja konfliktov.	10 (7,3 %)	12 (8,7%)	38 (27,5 %)	41 (29,7 %)	37 (26,8 %)	3,60	1,181
Občutek, da imam v svojem okolju ljudi, na katere se lahko obrnem.	6 (4,3 %)	6 (4,3 %)	22 (15,9 %)	48 (34,8 %)	56 (40,6 %)	4,03	1,07
Občutek, da nimam vpliva na svoje življenje.	26 (18,8 %)	23 (16,7 %)	30 (21,7 %)	23 (16,7 %)	36 (26,1 %)	3,14	1,46

Ugotavljamo, da so respondenti prav vse navedene dejavnike ocenili kot pomembne in da se zavedajo njihovega vpliva na kariero. Študentje navajajo, da so ključni dejavniki, ki vplivajo na njihovo študijsko in karierno pot, motivacija za učenje ($\bar{x}$= 4,30; σ = 0,93), učne navade ($\bar{x}$= 4,17; σ = 0,90), samozavest ($\bar{x}$= 4,14; σ = 0,98), sposobnost odločanja ($\bar{x}$= 4,12; σ = 0,99), čustvena stabilnost ($\bar{x}$= 4,04; σ = 1,13), interesi ($\bar{x}$= 4,04; σ = 1,04) in občutek, da imajo v svojem okolju ljudi, na katere se lahko obrnejo ($\bar{x}$= 4,03; σ = 1,07). Srednje močen vpliv imajo lahko tudi pomanjkanje časa, pretirana zaskrbljenost, spoznavanje sebe, sposobnost reševanja težav in konfliktov, pomanjkanje izkušenj, pomanjkanje znanje, strah pred izpiti, anksioznost idr.

Tudi ob prepoznavanju psiholoških dejavnikov kot ovire na karierni poti smo za spremenljivki spol in način študija preverili morebitni razliki med vzorcema.

Tabela 8

Primerjava aritmetičnih sredin in izračun t-testa neodvisnih vzorcev za spremenljivko psihološki dejavniki glede na spol

	Spol	N		Std. deviation	Std. Error Mean
Psihološki dejavniki_spol	1	31	49,0000	15,80928	2,83943
	2	107	54,3178	10,19859	0,98594

		Levene Test enakosti varianc		t-test neodvisnih vzorcev					95% interval zaupanja za razliko	
		F	p-vrednost	t	Stopinje prostosti	p-vrednost	Povprečna razlika	Standardna napaka razlike	Spodnja meja	Zgornja meja
Psihološki dejavniki _spol	Predpostavljene enake variance	13,207	< 0,001	-2,234	136	0,027	-0,5,31776	2,38043	-10,02520	-0,61031
	Predpostavljene različne variance			-1,769	37,516	0,085	-5,31776	3,00573	-11,40513	0,76961

Ob upoštevanju predpostavke o homogenosti variance (F = 13,207; p < 0,001) za spremenljivko psihološki dejavniki je t-test za neodvisne vzorce (tabela 8) pokazal, da se razumevanja psiholoških dejavnikov kot prepoznanih ovir na karierni poti študentov statistično značilno razlikuje (t = –2,234; g = 136; p = 0,027). Tudi v vzorcu je razlika v aritmetični sredini opazna, pri čemer študentje ocenjujejo psihološke dejavnike kot potencialne ovire na karierni poti nekoliko nižje ($\bar{x}$= 49,00; σ = 15,81) kot študentke ($\bar{x}$= 54,32; σ = 10,20).

Tabela 9

Primerjava aritmetičnih sredin in izračun t-testa neodvisnih vzorcev za spremenljivko psihološki dejavniki glede na način študija

	Spol	N		Std. deviation	Std. Error Mean
Psihološki dejavniki_način študija	1	77	54,4416	11,62630	1,32494
	2	61	51,4590	11,99107	1,53530

		Levene Test enakosti varianc		t-test neodvisnih vzorcev					95% interval zaupanja za razliko	
		F	p-vrednost	t	Stopinje prostosti	p-vrednost	Povprečna razlika	Standardna napaka razlike	Spodnja meja	Zgornja meja
Pshihološki dejavniki _način študija	Predpostavljene enake variance	0,033	,856	1,476	136	0,142	2,98254	2,02066	-1,01343	6,97851
	Predpostavljene različne variance			1,471	127,026	0,144	2,98254	2,02796	-1,03041	6,99550

Ob upoštevanju predpostavke o homogenosti variance (F = 0,033; p = 0,856) je t-test za neodvisne vzorce (tabela 9) pokazal, da se razumevanje psiholoških dejavnikov kot prepoznanih ovir na karierni poti študentov statistično značilno ne razlikuje glede na način študija (t = 1,476; g = 136; p = 0,142). Tudi v vzorcu je razlika v aritmetični sredini majhna; pri tem redni študentje psihološke ovire na karierni poti ocenjujejo nekoliko višje ($\bar{x}$= 54,44; σ = 11,62) kot izredni študentje ($\bar{x}$= 51,46; σ = 11,99).

Upoštevanje vplivanja dejavnikov v okviru delovanja kariernega centra in ponudbe storitev, ki bodo opolnomočile posameznika za suveren vstop na trg dela, je nujno. Zato smo preverili, v kolikšni meri bi študente zanimala vsebina delavnic, ki bi jim omogočale razvoj in krepitev mehkih veščin in kompetenc, s katerimi bi lažje premagovali prepoznane ovire na karierni poti.

Navedli smo vsebine, ki jih karierni center že izvaja, pa tudi vsebine, za katere ocenjujemo, da jih moramo vključiti v širitev programa aktivnosti. Ugotavljamo, da študentje izkazujejo srednje močen interes za navedene pakete vsebin. Najvišji je interes za vsebine, ki lajšajo prehod na trg dela in so del stalne ponudbe kariernega centra, enako pomembno pa so ocenjene vsebine za krepitev finančne pismenosti, ki pa še niso del storitev. Poleg navedenih predlagajo še vsebine, kot so: kako se spopasti s tremo, kako se spoprijemati z odgovornostjo ob zaposlitvi, kako voditi projekte in iskanje možnosti sodelovanja na projektih tehnične stroke (Tabela 10).

Tabela 10

*Potencialna ponudba vsebin kariernega centra**

Podvprašanja	f, f (%)					Povprečje	Std. odklon
	1- sploh me ne zanima	2 - redko me zanima	3 - delno me zanima	4 - pogosto me zanima	5 - zelo me zanima		
Paket vsebin za krepitev komunikacijskih veščin.	10 (7,2 %)	20 (14,5 %)	55 (39,9 %)	20 (14,5 %)	32 (23,2 %)	3,28	1,31
Paket vsebin za iskanje zaposlitve (CV, zaposlitveni razgovor).	9 (6,5 %)	19 (13,8 %)	37 (26,8 %)	34 (24,6 %)	38 (27,5 %)	3,49	1,34
Paket vsebin za (pre)poznavanje svojih lastnosti.	6 (4,3 %)	27 (19,6 %)	39 (28,3 %)	32 (23,2 %)	33 (23,9 %)	3,38	1,29
Paket vsebin za krepitev mojih učnih strategij.	11 (8 %)	26 (18,8%)	49 (35,5 %)	26 (18,8 %)	25 (18,1 %)	3,16	1,29
Paket vsebin za prepoznavanje in lajšanje čustvenih stisk.	13 (9,4 %)	25 (18,1 %)	47 (34,1 %)	25 (18,1 %)	27 (19,6 %)	3,16	1,33
Paket vsebin za krepitev finančne pismenosti.	10 (7,2 %)	18 (13 %)	43 (31,2 %)	26 (18,8 %)	40 (29 %)	3,45	1,35
Paket vsebin za krepitev digitalnih kompetenc.	12 (8,7 %)	23 (16,7 %)	47 (34,1 %)	28 (20,3 %)	27 (19,6 %)	3,21	1,31
Paket vsebin za krepitev zelenih kompetenc	20 (14,5 %)	25 (18,1 %)	58 (42 %)	17 (12,3 %)	17 (12,3%)	2,86	1,28
Obisk podjetij.	19 (13,8 %)	28 (20,3 %)	39 (28,3 %)	24 (17,4 %)	27 (19,6 %)	3,04	1,41
Obisk diplomantov z uspešno karierno zgodbo .	18 (13 %)	26 (18,8 %)	42 (30,4 %)	24 (17,4 %)	27 (19,6 %)	3,07	1,39

Opomba: *N = 137

Pričakovali smo izkazan interes na nekoliko višji ravni, vendar pa predvidevamo, da k rezultatu prispevajo tudi ovire, ki jih študentje navajajo kot razlog, zakaj kariernega centra ne obiščejo pogosteje. To so: pomanjkanje časa (79 %), študijske obveznosti (43 %), urnik predavanj in vaj (32 %), nezadostno poznavanje ponudbe storitev kariernega centra (26 %) ali pa nimajo potreb po obisku kariernega centra (25 %).

Pri tem se interes za vsebine kariernega centra statistično ne razlikuje glede na spol ali način študija. Ob upoštevanju predpostavke o homogenosti variance ($F = 0{,}216$; $p = 0{,}643$) je t-test za neodvisne vzorec pokazal, da se interes za ponudbo vsebin kariernega centra statistično značilno ne razlikuje glede na spol. Podobno je, ob upoštevanju predpostavke o homogenosti variance, t-test za neodvisne vzorce pokazal, da se interes za ponudbo kariernega centra statistično značilno ne razlikuje glede na način študija.

6 Razprava

Postmoderna družba zahteva in pričakuje od mladih, da dokažejo svojo sposobnosti in samostojnost. Na voljo je veliko možnosti izbire, ki po eni strani bogatijo njihovo življenje, po drugi pa predstavljajo past. Zaradi množice ponujenih izbir je na mladih močen storilnostni pritisk, poudarjeno je načrtovanje (kariernega) uspeha. Pri iskanju odgovora na RV 1: V kolikšni meri lahko razumevanje pomena kariere prispeva k izzivom mladih pri načrtovanju karierne poti ugotavljamo, da študentje k načrtovanju kariere pristopajo odgovorno, pri čemer pa še posebej redni študentje potrebujejo vso podporo kariernega centra in preostalih deležnikov pri postavljanju kariernih ciljev in načrtovanju kariere. Izredni študentje se v študijski proces vračajo z mero delovnih izkušenj in zavedanjem, da se morajo v globalnem, raznolikem in v negotovem delovnem okolju stalno učiti, načrtovati svoje karierne cilje ter vztrajno razvijati svojo kariero in kompetence (I-Chan, 2017) ter tako izkazovati lastno odgovornost za kariero. V današnji družbi se pričakuje biti energičen, nenehno aktiven in opravljati več različnih opravil hkrati. Če tega ne zmoreš, si manjvreden, izrinjen. Kombinacija pritiskov, ki vodijo k individualni odgovornosti, na eni ter izkušnja dejanske nemoči in ranljivosti na drugi strani vplivajo na to, da med mladimi naraščajo občutja negotovosti. Zato je ob upoštevanju načela individualizacije krepitev karierne orientacijo za študente z razvojem različnih veščin, ki so potrebne za izpolnjevanje zahtev na trgu dela, kot je sposobnost, da pokažejo prožnosti, ki temelji na zavzetosti za delo, in zavezanosti delodajalcu v spreminjajočih se časih, nujna storitev visokošolskih ustanov.

Izbira poklica je ena največjih dilem in izzivov v življenju vsakega študenta. Vključuje medsebojno delovanje številnih dejavnikov, ki so zapleteno prepleteni. To ni preprosta naloga in vključuje težek proces odločanja. Glede na Bandura idr. (2001) posameznikovo okolje, talenti, spretnosti in akademski uspeh vplivajo na izbiro poklica. Kompleksnost in prepletenost številnih dejavnikov nam na tej ravni raziskovanja ne ponudi enoznačnega odgovora na RV 2: Kateri so najpogostejši dejavniki, ki ovirajo mlade pri sprejemanju kariernih odločitev? Naša študija je pokazala, da študentje navedene družbene/socialne ter psihološke dejavnike v precejšnji meri prepoznavajo kot pomembne in da se zavedajo njihovega vpliva kot potencialne mogoče ovire na karierni poti. Druge sorodne študije socialnih in psiholoških dejavnikov potrjujejo pomen navezanosti na starše, navezanosti na vrstnike in samoučinkovitosti za proces raziskovanja kariere mladih odraslih (Hellman, 2014). Rezultati študije (Kazi Afaq idr., 2016) so pokazali, da na poklicno izbiro študentov vplivajo tudi: stopnja njihovega družbenega sloja, finančni viri, dostopnost in prihodnja zaposljivost. Pri tem je njihova študija poudarila pomen svetovanja študentom in drugih intervencij, ki jim nudijo posodobljeno znanje in informacije, da se pri študentih ustvari zanimanje za prave izbire in razpoložljive možnosti. Dokazano je tudi, da višje stopnje psihološke stiske napovedujejo višje stopnje karierne neodločnosti (Constantine, Flores, 2006). Upoštevanje socialnih/družbenih in psiholoških dejavnikov v karierni orientaciji je nujno in zahteva od svetovalca dodatno ustrezno znanje.

Tudi na vprašanje, katere so specifične potrebe in interesi študentov za obisk storitev kariernega centra (RV 3), nimamo enoznačnega odgovora. Ponudba naj bo raznolika, naj spodbuja k učenju in pridobivanju veščin za samostojno načrtovanje in vodenje lastne kariere, upoštevajoč načelo individualnosti. Podobno kot naša raziskava tudi druge študije ugotavljajo, da je interes za vključevanja v storitve karierne orientacije med študijem manjši od pričakovanega (Jakson, Wilton, 2016; Gallup in Strada; Bradley idr., 2019), zato mora visokošolska ustanova narediti vse, kar je v njeni moči, da omili ovire, zaradi katerih se študentje v manjši meri vključujejo v programe kariernega centra.

Sklenemo, da prevzemanje odgovornosti in karierni menedžment oblikujeta tisto, kar predstavlja diplomanta, pripravljenega za delo. Zelo kakovostna celostna karierna orientacija je nujna za spodbujanje študentov k odkrivanju možnosti za razvoj kariere ter usklajevanju znanja in pričakovanj mladih s potrebami trga dela. Visokošolske ustanove, ki krepijo podporno, varno, odzivno in verodostojno okolje za celostno karierno podporo študentom med študijem, pomembno prispevajo k uspešnemu vstopu študentov na trg dela in doseganju njihovih kariernih ciljev.

Študija ima tudi omejitve; raziskava na majhnem vzorcu študentov visokošolske ustanove ne omogoča posploševanja rezultatov, a kljub temu jasno nakaže problematiko načrtovanja kariere med študenti, identificirano s pomočjo tujih raziskav. Tema nagovarja raziskovalce k načrtnemu in sistematičnemu spremljanju izzivov karierne orientacije na visokošolskih ustanovah s ciljem prispevati k izboljševanju odzivnosti izobraževalnega sistema za potrebe trga dela.

7 Sklep

Prispevek ponuja celosten pogled na razvoj kariere študentov, ki prikazuje medsebojno povezanost razvoja kariere ter psihološkega in socialnega delovanja v poznem mladostništvu. Celostna podpora mladim je ključnega pomena, saj se ti ukvarjajo z vprašanjem prihodnosti družbi, okolju in lastnim vrednotam. Ni samo izobrazba tista, ki naredi študenta uspešnega na prehodu na trg dela, ampak skrb za njihov osebni in profesionalni razvoj. Univerze in fakultete vedno bolj priznavajo svojo odgovornost za usmerjanje študentov in diplomantov v kariernem razvoju. Za trg dela je pomembno, da se zagotovi nemoten pretok mladih, opremljenih z ustreznim znanjem, veščinami, s strokovnimi in prenosljivimi kompetencami ter z ustreznim pristopom do dela. Obenem se poraja nujnost, da mladi ozavestijo nenehno dopolnjevanje in nadgrajevanje svojega znanja ter pridobijo kompetence za vodenje kariere (karierni menedžment) in se pripravijo na vseživljenjsko učenje, zato je storitev visokokakovostne celostne karierne orientacije na visokošolski ustanovi, ki krepi podporno, varno, odzivno in verodostojno okolje za celostno karierno podporo študentom med študijem ter se odziva na potrebe generacije in posameznika, nujna za spodbujanje študentov k odkrivanju možnosti za razvoj kariere, uspešen vstop na trg dela in za doseganje kariernih ciljev.

Mojca Blažič, PhD

The Importance of Career Guidance Services in a Higher Education Institution

In the context of continued economic uncertainty and highly competitive labor market, strategies to enhance student employability are an important issue for higher education providers around the world. Universities and colleges increasingly recognize their responsibility to guide students and graduates in their career development by developing the various skills needed to meet the labour market demands, such as the ability to demonstrate resilience based on work engagement and commitment to the employer in changing times. At the same time, there is an increasing pressure on higher education to produce graduates who are appropriately skilled and adept at choosing career goals, navigating different employment opportunities and articulating their strengths and abilities, as most careers no longer develop within clear boundaries and are therefore largely unpredictable (Pryor & Bright, 2011).

Most students will make several career changes throughout their lives, so it is essential that they are empowered and equipped with an understanding of how to make career decisions. The Inter-Ministerial Guidelines on the Quality of Lifelong Career Guidance (2015) give as a guideline/objective to make individuals more competent in managing their careers, which requires them to have developed a 'competence for managing careers'. The individual should be provided with opportunities to develop career management skills that would enable him/her to successfully manage his/her career path. Integrating career guidance into education systems has been an important strategic objective of the European Union for some years and is one of the key competences of lifelong learning, serving primarily the individual's personal development, as well as economic and social policy objectives. The study by Jakson and Wilton (2016) highlights the need for universities to equip students with the relevant competences for a successful career step for students, as well as (in collaboration with business and the environment) to develop strategies to encourage/engage students in different forms of career self-management already during their studies. University Career Centres represent a link between higher education and business, give students the opportunity to explore career options, understand workplace expectations, hone soft skills such as leadership and communication, and even better understand the added value of the degree they obtain. On the other hand, studies point to the inability of students to make full use of the services of their career centre in their job search (Gallup & Strada survey; Bradley et al., 2019).

The aim of the paper is to gather information on the topics of interest for students in order to strengthen and expand the Career Centre's services and to create a supportive, safe, responsive and credible environment that encourages students to explore career development opportunities based on their individual interests and strengths. We have therefore set the following research objectives:

- *to identify problems in students' career decision-making and understanding of attitudes towards career planning; to highlight the factors that support/influence stu-*

dents' career decision-making;

- *and to identify students' specific needs and interests to facilitate the identification of content in an integrated career guidance approach.*

We asked the following research questions:

- *RQ 1: To what extent can understanding the meaning of careers contribute to young people's career planning challenges?*
- *RV 2: What are the most common factors that hinder young people in making career decisions?*
- *RQ 3: What are the specific needs and interests of students to visit the Career Centre services?*

The research was based on descriptive quantitative methods. A survey questionnaire was developed as a measurement instrument based on the literature review and other sources. Data collection was carried out in September 2023 using an anonymous online questionnaire published in the EnKlik Survey web application.

The basic population consists of all students enrolled in the study programmes of the member faculties of the University of Novo mesto at all three levels of study during the academic year. 178 students participated in the survey, and the sample consisted of 138 students who duly completed the questionnaire. 77.5% of female students and 22.5% of male students participated, 55.8% of whom are enrolled in full-time study programmes and 44.2% of whom are part-time students. More than half of the students (61.6%) come from UNM FZV, a good quarter (26.1%) from UNM FEI, which is also the largest in terms of enrolment, and a smaller proportion of students (6.5%) come from UNM FPUV and UNM FS (5.8%).

The first set of questions relates to understanding students' attitudes towards career planning and career paths. Respondents indicate that they take responsibility for their own career ($\bar{x}$ = 4.36; σ = 0.85), as well as that knowing themselves and their career options is very important to them ($\bar{x}$ = 4.39; σ = 0.75), they know their abilities and skills. Respondents also indicate that effective goal setting is a skill that can be developed ($\bar{x}$= 4.08; σ = 0.86), with a slightly higher level of insecurity in planning one's own career goals ($\bar{x}$= 3.86 ; σ = 0.89) and career paths ($\bar{x}$= 3.69; σ = 0.96). They rate their ability to seek help in planning their career slightly lower (3.5), and the factor of not being sure about the future is not to be neglected (2.8).

The data reveal that more than half of the students plan their career path only in their mind (54%), only a third have a career plan (31%) which they prepare themselves, and only 5 respondents indicated that they have used career counsellors to prepare their career plan. The t-test for independent samples shows that there is no statistically significant difference in students' understanding of their attitudes towards career planning by gender (t = -1.330, g = 136, p = 0.186). The t-test for independent samples shows that the attitudes of full-time and part-time students towards career planning are statistically significantly different (t = -1.330, g = 136, p = 0.039).

We have also highlighted the wider social/societal factors that can be a barrier to students' career paths. The data show that the most strongly emphasized factors that *have a significant impact on studies and career paths are related to the close interpersonal relationships in which respondents are involved. Respondents highlight the support of a partner ($\bar{x}$= 4.07; σ = 1.13) and their own family ($\bar{x}$= 4.07; σ = 1.20), and balancing the demands of study, work, family and hobbies ($\bar{x}$= 4.07; σ = 1.03) as key factors. The financial situation of the student is also a very strong factor. The t-test for independent samples showed that students' perceptions of social/societal factors as perceived barriers to career paths by gender and by mode of study do not differ statistically significantly.*

We find that respondents rated all psychological factors as important and are aware of their impact on their career. Students indicate that the key factors influencing their study and career path are motivation to learn ($\bar{x}$= 4.30; σ = 0.93), study habits ($\bar{x}$= 4.17; σ = 0.90), self-confidence ($\bar{x}$= 4.14; σ = 0.98), decision-making ability ($\bar{x}$= 4.12; σ = 0.99), emotional stability ($\bar{x}$= 4.04; σ = 1.13), interests ($\bar{x}$= 4.04; σ = 1.04) and feeling that they have people in their environment to turn to ($\bar{x}$ = 4.03; σ = 1.07). Lack of time, excessive worry, self-knowledge, ability to solve problems and conflicts, lack of experience, lack of knowledge, fear of exams, anxiety, etc. may also have a medium impact. The t-test for independent samples showed that students' perceptions of psychological factors as perceived barriers to their career paths differed statistically significantly (t = -2.234 g = 136, p = 0.027). The t-test for independent samples showed that students' perceptions of psychological factors as perceived barriers to their career paths do not differ statistically significantly according to the mode of study (t = 1.476, g = 136, p = 0.142).

Taking into account the influencing factors in the operation of the career centre and the services offered to empower the individual to enter the labour market with confidence is essential. We therefore examined to what extent students would be interested in the content of workshops that would enable them to develop and strengthen soft skills and competences that would help them to overcome the identified career barriers. We have listed the content that the Career Centre already provides, as well as the content that we feel needs to be included in an expanded programme of activities. We note that students show a medium level of interest in the content packages just mentioned. The highest interest is in content that facilitates the transition to the labour market ($\bar{x}$= 3.49; σ = 1.034) and are part of the Career Centre's permanent offer, while content to strengthen financial literacy, which is not yet part of the services, is rated equally important. They also suggest topics such as how to cope with anxiety, how to deal with responsibility in the job, how to manage projects and how to find opportunities to participate in technical projects.

We expected a slightly higher level of interest, but we assume that the barriers students cite as reasons for not visiting the career centre more often also contribute to the results. These are lack of time (79%), study commitments (43%), lecture and tutorial timetables (32%), insufficient knowledge of the services offered by the career centre (26%) or not having the need to visit the career centre (25%).

In answering RQ1: To what extent can understanding the meaning of careers contribute to young people's challenges in career planning, we find that students approach career planning responsibly, and that full-time students in particular need all the *support they can get from the Career Centre and other stakeholders in setting career goals and planning their careers. Part-time students return to the study process with a measure of work experience and the knowledge that they need to continuously learn, plan their career goals and persistently develop their career and competences in a global, diverse and uncertain work environment (I-Chan, 2017), thus demonstrating their own responsibility for their career. Bearing in mind the principle of individualization, strengthening career orientation for students by developing the various skills needed to meet the demands of the labour market, such as the ability to demonstrate flexibility based on commitment to work and commitment to the employer in changing times, is an essential service of higher education institutions.*

The complexity and interplay of many factors does not provide us with a clear answer at this level of research to RQ2: What are the most common factors that hinder young people in making career decisions? Our study shows that students to a considerable extent identify these social and psychological factors as important and are aware of their impact as potential obstacles in their career path. Other related studies on social and psychological factors confirm the importance of these factors, too (Hellman, 2014; Kazi Afaq et al, 2016; Constantine & Flores, 2006). There is also no clear answer to the question "What are the specific needs and interests of students to visit the services of a career centre?" (RQ 3). The offer should be varied, encourage learning and the acquisition of skills to plan and manage one's own career, considering the principle of individuality. Like our study, other studies have found that interest in engaging in career guidance services during their studies is lower than expected (Jakson & Wilton, 2016; Gallup & Strada; Bradley et al., 2019), and therefore HEIs should do all they can to mitigate the barriers that lead to students engaging in career centre programmes to a lesser extent.

Holistic support for young people is crucial as they deal with the question of the future of society, the environment and their own values. It is not only education that makes a student successful in the transition to the labour market, but also the care for their personal and professional development. It is important for the labour market to ensure a smooth flow of young people equipped with relevant knowledge, skills, professional and transferable competences and the right approach to work. At the same time, there is a need for young people to be aware of the need to continuously update and upgrade their knowledge, to acquire career management competences and to prepare themselves for lifelong learning, which is why a high-quality, integrated career guidance service at a higher education institution is essential, which fosters a supportive, safe, responsive and credible environment for holistic career support for students throughout their studies and responds to generational and individual needs.

LITERATURA

1. Arthur, M. B., in Rousseau, D. M. (1996). A career lexicon for the 21st century. Academy of Management Executive, 10(4), 28–39. https://doi.org/10.5465/ame.1996.3145317

2. Badelj, N., Vidergar, B., Praprotnik, T., Jukič, S., Javrh, P., Mežek, J., Kepec Bogataj, A., & Koritnik, M. (2015). Medresorske smernice kakovosti vseživljenjske karierne orientacije (VKO). Zavod Republike Slovenije za zaposlovanje.
3. Bandura, A., Barbaranelli, C., Caprara, G. V. in Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. Child Development, 72(1), 187–206. https://doi.org/10.1111/1467-8624.00273
4. Blažič, M. (2011). Vloga predstave o poklicu pri razvoju kariere diplomanta. V J. Starc (Ed.), Človeški kapital kot vir uspeha v procesu globalizacije: zbornik prispevkov: mednarodna znanstvena konferenca (str. 412–419). Fakulteta za poslovne in upravne vede, Visoka šola za upravljanje in poslovanje.
5. Bradley, A., Quigley, M. in Bailey, K. (2019). How well are students engaging with the careers services at universities? Studies in Higher Education, 46(2), 1–14. https://doi.org/10.1080/03075079.2019.1647416
6. Brown, J. L., Healy, M., Lexis, L. in Julien, B. (2019). Connectedness learning in the life sciences: LinkedIn as an assessment task for employability and career exploration. In Bridgstock, R. & Tippett, N. (Eds.), Higher Education and the Future of Graduate Employability: A Connectedness Learning Approach (pp. 100–119). Edward Elgar Publishing. https://doi.org/10.4337/9781788972611.00015.
7. Chen, H., Fang, T., Liu, F., Pang, L., Wen, Y., Chen, S. in Gu, X. (2020). Career adaptability research: A literature review with scientific knowledge mapping in Web of Science. International Journal of Environmental Research and Public Health, 17(16), 5986. https://doi.org/10.3390/ijerph17165986
8. Clayton, K., Wessel, R. D., McAtee, J., in Knight, W. E. (2018). Key careers: Increasing retention and graduation rates with career interventions. Journal of Career Development, 46(4), 425–439. https://doi.org/10.1177/0894845318763972
9. Delors, J. (1996). Učenje: skriti zaklad: poročilo mednarodne komisije o izobraževanju za 21. stoletje, pripravljeno za UNESCO. MŠŠ.
10. Dood, V., Hanskon, J. in Hooley, T. (2021). Increasing students' career readiness through career guidance: Measuring the impact with a validated measure. British Journal of Guidance in Counseling, 50(2), 260–272. https://doi.org/10.1080/03069885.2021.1937515
11. Greenhaus, J. H., Callanan, G. A. in Godshalk, V. A. (2010). Career management (4th ed.). SAGE Publications.
12. Gobels, R. (2014). 5 reasons why career services is the most important office on campus. Forbes. https://www.forbes.com/sites/reynagobel/2014/04/22/5-reasons-why-career-services-is-the-most-important-office-on-campus/
13. Hansen, M. in Pedersen, J. (2012). An examination of the effects of career development courses on career decision-making self-efficacy, adjustment to college, learning integration, and academic success. Journal of The First-Year Experience in Students in Transition, 24(2), 33–61.
14. Healy, M. (2023). Why careers and employability learning matter in higher education. A summary of the evidence supporting quality careers and employability learning. Mojo Healy. https://mojohealy.com/post/why_career_education_matters/ https://doi.org/10.1080/03075079.2023.2196997
15. Hellmann, J. N. (2014). Social and psychological factors related to the career exploration process of young adults. Theses and Dissertations-Family Sciences. https://uknowledge.uky.edu/hes_etds/19/
16. I-Chan, K. (2018). Study on adult career planning on adult education program and assessment of adaptive design mode. MATEC Web of Conferences: The Sixth International Multi-Conference on Engineering and Technology Innovation 2017 (IMETI 2017), 169(1), članek 01027. https://doi.org/10.1051/matecconf/201816901027
17. Jakson, D. in Wiltorn, N. (2016). Developing career management competencies among undergraduates and the role of work-integrated learning. Teaching in Higher Education, 21(3), 266–286. https://doi.org/10.1080/13562517.2015.1136281
18. Jokisaari, M. in Vuori, J. (2011). Effects of a group intervention on the career network ties of Finnish adolescents. Journal of Career Development, 38(5), 351–368. https://doi.org/10.1177/0894845310376

19. Kuh, G. D., Cruce, T. M., Shoup, R., Kinzie, J. in Gonyea, R. M. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. Journal of Higher Education, 79(5), 540–563. https://doi.org/10.1353/jhe.0.0019
20. Langher, V., Nannini, V. in Caputo, A. (2018). What do university or graduate students need to make the cut? A meta-analysis on career intervention effectiveness. Journal of Educational Cultural and Psychological Studies (ECPS Journal), 2018(17). https://doi.org/10.7358/ecps-2018-017-lang
21. Liu, S., Huang, J. L. in Wang, M. (2014). Effectiveness of job search interventions: A meta-analytic review. Psychological Bulletin, 140(4), 1009–1041. https://doi.org/10.1037/a0035923
22. McAdam, S. (2014). Successful career management: A guide for organisations, leaders and individuals. Thorogood Publishing Ltd.
23. Merkač Skok, M., Debeljak, M., Jezovšek, J., Ugrin, V., Pipan, I., Vrtačnik, V., Možina, J. in Juvančič, L. (2010). Razvoj kariere. Fakulteta za komercialne in poslovne vede.
24. Možina, S., Boštjančič, E., Marušić, M., & Mali, B. (2002). Management kadrovskih virov. Fakulteta za družbene vede.
25. Nabi, G., Liñán, F., Fayolle, A., Krueger, N. in Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. Academy of Management Learning in Education, 16(2), 277–299. https://doi.org/10.5465/amle.2015.0026
26. Ozlem, U. K. (2019). The effects of career interventions on university students' levels of career decision-making self-efficacy: A meta-analytic review. Australian Journal of Career Development, 28(3), 223–233. https://doi.org/10.1177/1038416219857567
27. Peiperl, M. A., Arthur, M. B., Goffee, R. in Morris, T. (2000). Career frontiers: New conceptions of working lives. New York, NY: Oxford University Press. https://doi.org/10.1093/oso/9780198296911.001.0001
28. Pryor, R. in Bright, J. (2011). The chaos theory of careers: A new perspective on working in the twenty-first century. Routledge; Taylor in Francis Group. https://doi.org/10.4324/9780203871461
29. Reardon, R. C. in Fiore, E. (2014). The effects of college career courses on learner outputs and outcomes, 1979-2014: Technical report No. 55 (p. 48). The Center for the Study of Technology in Counseling and Career Development, Florida State University. https://doi.org/10.17125/fsu.1520968878
30. Reardon, R. C., Melvin, B., McClain, M.-C., Peterson, G. W. in Bowman, W. J. (2015). The career course as a factor in college graduation. Journal of College Student Retention: Research, Theory in Practice, 17(3), 336–350. https://doi.org/10.1177/15210251155759
31. Resolucija o karierni orientaciji (2024). Draft resolution of the Council and the representatives of the member States within the Council of Strengthening Policies System and Practices in the field of Guidance throughout life in Europe.
32. Rok, M. (2015). Poti v zaposljivost. Založba Univerze
33. Spurk, D., Kauffeld, S., Barthauer, L. in Heinemann, N. S. R. (2015). Fostering networking behavior, career planning and optimism, and subjective career success: An intervention study. Journal of Vocational Behavior, 87, 134–144. https://doi.org/10.1016/j.jvb.2014.12.007
34. Strada-Gallup. (2017). College student survey. https://news.gallup.com/reports/225161/2017-strada-gallup-college-student-survey.aspx
35. Sultana, R. G. (2019). Poti do boljše karierne orientacije na sekundarni stopnji izobraževanja. Zavod RS za zaposlovanje.
36. Whiston, S. C. in James, B. N. (2013). Promotion of career choices. V S. D. Brown in R. W. Lent (Ur.), Career development and counseling: Putting theory and research to work 565–594.
37. Wierik, M. L. J., Beishuizen, J. in Os, W. (2015). Career guidance and student success in Dutch higher vocational education. Studies in Higher Education, 40(10), 1947–1961. https://doi.org/10.1080/03075079.2014.914905j

Dr. Mojca Blažič, docentka na Fakulteti za ekonomijo in informatiko Univerze v Novem mestu
E-naslov: mojca.blazic@uni-nm.si

NAVODILA AVTORJEM

Revija za ekonomske in poslovne vede objavlja znanstvene, strokovne in druge prispevke. Kategorijo članka predlaga avtor, končno presojo pa na osnovi strokovnih recenzij opravi uredništvo oziroma odgovorni urednik. Članki, ki so objavljeni, so recenzirani.
Avtorje prosimo, da pri pripravi znanstvenih in strokovnih člankov upoštevajo naslednja navodila:

1. Članke v tiskani obliki z vašimi podatki in povzetkom v skladu z navodili pošljete na naslov: Revija za ekonomske in poslovne vede, Na Loko 2, SI-8000 Novo mesto, Slovenija. Članke sprejemamo tudi po elektronski pošti na elektronski naslov uredništva. Prejetega gradiva ne vračamo.
2. Članek s povzetkom priložite na ustreznem podatkovnem mediju. Ime datoteke članka naj bo priimek avtorja ali naslov članka – kar naj bo jasno označeno tudi na poslanem podatkovnem mediju. Članek naj bo napisan z urejevalnikom besedil Microsoft Word. V primeru, da nam članek posredujete izključno v elektronski obliki, nam poslani material posredujete tudi v PDF obliki.
3. Znanstveni članki lahko obsegajo do 30.000 znakov.
4. Vsak članek naj ima na posebnem listu naslovno stran, ki vsebuje ime in priimek avtorja, leto rojstva, domači naslov, telefonsko številko, naslov članka, akademski in strokovni naslov, naslov ustanove, kjer je zaposlen in elektronski naslov. V primeru, da je avtorjev več, se napišejo zahtevani podatki za vsakega avtorja posebej. Vodilni avtor mora biti med avtorji napisan na prvem mestu.
5. Znanstveni in strokovni članki morajo imeti povzetek v slovenskem (od 1.000 do 1.200 znakov s presledki) in v angleškem jeziku. Povzetek in ključne besede naj bodo napisani na začetku članka. Priložiti je treba tudi razširjeni povzetek (10.000 znakov s presledki) v angleškem jeziku.
6. Tabele in slike naj bodo v besedilu smiselno vključene. Slike naj bodo priložene tudi kot samostojne datoteke v ustreznem slikovnem (jpeg), oziroma vektorskem (eps, pdf, png) zapisu v ločljivosti vsaj 600 pik na palec. Slikovno gradivo, ki ne zadošča minimalnim zahtevam, bo v končni tehnični pripravi zaradi neustreznosti izpuščeno.
7. Pri citiranju, povzemanju in navajanju literature priporočamo upoštevanje standarda APA (American Psychological Association) in sicer na naslednji način:
   - Za knjige: priimek in ime avtorja, leto izdaje, naslov, kraj, založba. Primer: Samuelson, P. A. and Nordhaus, W. D. (2010). Economics. Boston: McGraw Hill.
   - Za članke v revijah: priimek in ime avtorja, leto objave, naslov revije, letnik, številka, strani. Primer: Mauer, P. (2013). V posel s treznim premislekom. Podjetnik, 22 (7/8) str. 52–55.
   - Za članke v zbornikih: priimek in ime avtorja, leto objave, naslov članka, podatki o knjigi ali zborniku, strani. Primer: Senjur, M. (2009). Strategija razvoja Slovenije in gospodarska recesija. V: Nared, J. and Perko, D. (ur.). Razvojni izzivi Slovenije. Ljubljana: Založba ZRC, str. 21–28.
   - V primeru spletnih referenc je obvezno navajanje točne spletne strani skupaj z imenom dokumenta ter datumom povzema informacije. Primer: Gostiša, M. (2001). Vloga kadrovskih služb pri razvoju delavskega samoupravljanja. Referat na Dnevih kadrovskih delavcev v Portorožu. Dostopno na: http://www.delavska- participacija.com/clanki/vlogakadrovsluzb.doc (pridobljeno 25.11.2021).
8. Vključevanje reference v tekst: Če gre za točno navedbo, napišemo v oklepaju priimek avtorja, leto izdaje in stran (Starc, 2013, str. 15). Če pa gre za splošno navedbo, stran izpustimo (Bobek, 2013).

Vsa dodatna pojasnila glede priprave in objave prispevkov, za katere menite, da niso zajeta v navodilih, dobite pri glavnem in odgovornem uredniku. Za splošnejše informacije in tehnično pomoč pri pripravi prispevka se lahko obrnete na uredništvo oziroma na naš elektronski naslov: urednistvo@eb-nm.si.

INSTRUCTIONS FOR AUTHORS

The Journal of Economic and Business Sciences publishes scientific and professional papers as well as other relevant papers. The category of the paper is proposed by the author, and the final assessment is based on peer review and made by the Editor-in-Chief. The published papers are reviewed.
In the preparation of scientific paper, please observe the following instructions:

1. Papers in printed form with your details and the abstract in accordance with the instructions should be sent to the Editorial Board of Journal of Economic and Business Sciences, Na Loko 2, SI-8000 Novo mesto, Slovenia. We also accept papers sent to our email address. The material received will not be returned.
2. The paper and the abstract should be submitted on the relevant data media. The file name should include the surname of the author or the title of the paper – which should also be clearly marked on the data media. The paper should be written with Microsoft Word text editor. If the paper is sent only in electronic form (not in printed form as well), is should also be sent in PDF format.
3. Scientific papers may include up to 30,000 characters.
4. Each paper should have a cover page on a separate sheet, containing the author's name and surname, year of birth, home address, telephone number, title, academic and professional title, the address of the institution where the author works and the email address. If there are several authors, the form should include the required information for each author separately. The primary author must be written in the first place.
5. Scientific and professional papers should have an abstract in Slovene (from 1,000 up to 1,200 characters with spaces) and English. The abstract and key words should be written at the beginning of the paper. There should also be an extended abstract (10,000 characters with spaces) in English.
6. Tables and figures should be included in the text where they belong. As separate files, images should also be attached in the corresponding image (jpeg) or vector (eps, pdf, png) format with the resolution of at least 600 dots per inch. Images that do not meet the minimum requirements shall be omitted in the final technical preparation of the Journal.
7. When quoting, summarising and citing literature, we recommend following the APA (American Psychological Association) standard as follows:
   - For books: the author's surname and name, year of publication, title, place, publisher. For example: Samuelson, P. A. and Nordhaus, W. D. (2010). Economics. Boston: McGraw Hill.
   - For articles in journals: the author's surname and name, year of publication, title of the journal, volume, number, pages. For example: Mauer, P. (2013). V posel s treznim premislekom. Podjetnik, 22(7/8) pp. 52–55.
   - For articles in proceedings: the author's surname and name, year of publication, title, information about the book or the journal, pages. For example: Senjur, M. (2009). Strategija razvoja Slovenije in gospodarska recesija. In: Nared, J. and Perko, D. (ed.). Razvojni izzivi Slovenije. Ljubljana: Založba ZRC, pp. 21–28.
   - In the case of online references, the exact website must be cited, together with the name of the document and the date on which the information was summarised. For example: Gostiša, M. (2001). Vloga kadrovskih služb pri razvoju delavskega samoupravljanja. Paper at HR Managers Days in Portorož. Available at: http://www.delavska-participacija.com/clanki/vlogakadrovsluzb.doc. (retrieved 25.11.2021).
8. The inclusion of references in the text: If it is an exact reference, the surname, the year of publication and the page should be written in brackets (Starc, 2013, str. 15). If it is a general reference, the page is omitted (Bobek, 2013).

For any further clarification and information not covered in these instructions with regard to the preparation and publication of papers, please contact the Editor-in-Chief. For general information and technical assistance in preparing the paper, please contact the editorial office or send your questions to our e-mail address: urednistvo@eb-nm.si.