

UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	Poslovno komuniciranje
<b>Course title:</b>	Business Communication

Študijski program in stopnja <i>Study programme and level</i>	Študijska smer <i>Study field</i>	Letnik <i>Academic year</i>	Semester <i>Semester</i>
Menedžment kakovosti Dodiplomska (prva)	Program nima smeri	3.	5.
Quality Management Undergraduate (First)	The program has no study fields	3	5

**Vrsta predmeta / Course type:** Modulski / Module

**Univerzitetna koda predmeta / University course code:** 011023-02

Predavanja <i>Lectures</i>	Seminar <i>Seminar</i>	Sem. vaje <i>Tutorial</i>	Lab. vaje <i>Laboratory work</i>	Teren. vaje <i>Field work</i>	Samost. delo <i>Individ. work</i>	ECTS
30	-	45	-	-	105	6

**Nosilec predmeta / Lecturer:** doc. dr. Annmarie Gorenc Zoran

<b>Jeziki / Languages:</b>	<b>Predavanja / Lectures:</b>	<b>Vaje / Tutorial:</b>
	Slovenski, angleški	Slovenski, angleški
	Slovenian, English	Slovenian, English

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

- Vpis v 3. letnik študija.
- Študent/študentka mora pred pristopom k izpitu pripraviti in zagovarjati empirično seminarsko nalogo.

**Prerequisites:**

- Enrolment in the third year of study.
- The student must prepare and defend an empirical seminar paper as a prerequisite for the final exam.

**Vsebina:**

1. Teoretična izhodišča, vloga in pomen poslovnega komuniciranja.
2. Vrste in oblike komuniciranja.
3. Razsežnosti in smeri komuniciranja.
4. Kakovost komuniciranja.
5. Poslovni sestanek in pogajanja.
6. Vodenje.
7. Etika poslovnega komuniciranja.
8. Komunikacija znotraj organizacije.
9. Medkulturnost in estetika v poslovnem komuniciranju.
10. Primeri dobrih praks.
11. Vidik poslovnega komuniciranja v modelih, standardih in metodah celovite kakovosti in poslovne odličnosti.

**Content (Syllabus outline):**

1. Theoretical foundations, role and definition of business communication.
2. Type and forms of communication
3. Breadth and direction of communication. Electronic communication
4. Quality in communication.
5. Business meetings and negotiation.
6. Leadership.
7. Ethics of business communication.
8. Internal communication.
9. Culture and aesthetics in business communication.
10. Examples of good practices.
11. Business communication in models, standards, and methods of total quality and business excellence.

## Temeljna literatura in viri / Readings

### Obvezna literature / Required reading(s):

- Možina, S., Tavčar, M. I., Zupan, N., & Knežević, A. N. (2004). *Poslovno komuniciranje : evropske razsežnosti* (2. izd.). Maribor: Obzorja.

### Dodatna – dopolnilna / Recommended reading(s):

- Armstrong, M. (2006). *Handbook of human resource management practice* (10. izd.). London, Philadelphia: Kogan Page.
- Benedetti, K. (2008). *Protokol, simfonija forme*. Ljubljana: Planet GV.
- Florjančič, J., & Ferjan, M. (2000). *Management poslovnega komuniciranja*. Kranj : Moderna organizacija.
- Pearce, T. (2003). *Leading out loud: inspiring change through authentic communication*. San Francisco: Market Street.
- Rouse, J. M., & Rouse, S. (2002). *Business communications: A cultural and strategic approach*. London: International Thompson Business Press.
- Thill J. V., & Bovee C. L. (2011). *Excellence in business communication* (9. izd.). New Jersey: Pearson Education.

### Cilji in kompetence:

*Učna enota prispeva k razvoju naslednjih splošnih in predmetnospecifičnih kompetenc:*

- Razumevanje in upoštevanje raznolikosti globalnega okolja pri organizaciji, izvajanju in nenehnem izboljševanju celovite kakovosti in poslovne odličnosti.
- Zmožnost vzpostavljanja in vzdrževanja kooperativnih odnosov za delo v skupini in z drugimi zainteresiranimi ter zmožnost ustvarjalnega dialoga.
- Razvoj kritične in samokritične presoje.
- Poznavanje pomena kakovosti in prizadevanje za kakovost strokovnega dela skozi avtonomnost, (samo)kritičnost, (samo)refleksivnost in (samo)evalviranje v strokovnem delu.
- Etična refleksija in zavezanost profesionalni etiki v družbenem okolju.
- Usposobljenost za obvladovanje organizacijskih sprememb v organizaciji kot odziv na spremembe v okolju.
- Občutljivost za ljudi, usmerjanje razmerij med njimi ter razvoj komunikacijskih sposobnosti in spretnosti v domačem in mednarodnem okolju.
- Zmožnost vzpostavljanja in vzdrževanja partnerskih odnosov z vsemi zainteresiranimi (odjemalci, zaposleni, lastniki, družbeno okolje).
- Usposobljenost za vodenje oddelka in/ali skupine, organiziranje aktivnega in samostojnega dela ter usposabljanje zaposlenih.
- Sposobnost interdisciplinarnega povezovanja znanj različnih predmetov.
- Usposobljenost za mentorsko delo, strokovni razvoj in vseživljenjsko učenje.
- Internalizacija gradnikov sodobne organizacijske teorije, temelječe na organizaciji kot ciljno usmerjenih razmerij med ljudmi.
- Poznavanje in razumevanje avtopoetičnega koncepta

### Objectives and competences:

- The ability to establish and maintain cooperative relations for teamwork and with other interested individuals as well as the ability for creative dialogues.
- The development of critical and self-critical assessment.
- Knowing the importance of quality and enhancing the quality of professional work through autonomy (self-) critical, (self-) reflexivity and (self-) evaluation.
- Ethical reflection and commitment to professional ethics in a social environment.
- The ability for managing organizational change within an organization in response to changes in the environment.
- Sensitivity to individuals, directing relationships among them, and the development of communication skills and skills in domestic and international environments.
- Ability to establish and maintain partnerships with all stakeholders (consumers, employees, owners, social environment).
- Ability to lead departments and / or groups, organizing active and independent tasks, and training employees.
- The ability to connect interdisciplinary knowledge from various subjects.
- Qualifications in being a mentor, for professional development, and lifelong learning.
- Internalisation of building blocks within contemporary organization theory that is based on an organization as a target-oriented relationship among individuals and people.
- Knowing and understanding the concept of autopoiesis in reference to quality management and excellence founded on the spiralling order of planning, doing, checking, and acting.
- Ability to understand and apply contemporary organization theories in a practical environment.
- Managing key practical approaches in the area of

<p>obvladovanja kakovosti in odličnosti, temelječega na spiralno-vijačnem zaporedju planiranja, izvedbe, preverjanja in ukrepanja.</p> <ul style="list-style-type: none"> <li>– Sposobnost razumevanja in uporabe sodobnih teorij organizacije v praktičnem okolju.</li> <li>– Obvladovanje ključnih praktičnih pristopov na področju ravnanja z ljudmi v smislu sproščanja njihovih ustvarjalnih potencialov.</li> <li>– Obvladovanje temeljnih znanj in praktičnih pristopov, potrebnih za učinkovito in uspešno obvladovanje sistema vodenja organizacije s poudarkom na vodenju z zgledom, poslovnem komuniciranju, informatizaciji procesov in sistemskem razmišljanju.</li> </ul>	<p>human resource management in terms of releasing their creative potential.</p> <ul style="list-style-type: none"> <li>– Applying basic knowledge and practical approaches to achieve effective and efficient management of an organization with an emphasis on leadership by example, business communication, management of projects, informatisation of processes and systematic thinking.</li> </ul>
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**Predvideni študijski rezultati:**

**Intended learning outcomes:**

<p>Študent/študentka:</p> <ul style="list-style-type: none"> <li>– Pozna in razume pomen poslovnega komuniciranja in s tem usmerjanja njihovih ustvarjalnih zmogljivosti.</li> <li>– Spozna temeljna teoretična izhodišča, praktične pristope in modele za celovito obvladovanje procesa komunikacije v sodobni organizaciji.</li> <li>– Reflektira in kritično ovrednoti različne možnosti uspešnega in učinkovitega načina poslovnega komuniciranja.</li> <li>– Razume interakcijsko delovanje dejavnikov, ki vplivajo na uspešnost in učinkovitost komunikacije in poslovnega komuniciranja.</li> <li>– Pridobi osnove strukturiranja funkcije poslovnega komuniciranja.</li> <li>– Internalizira sodobno paradigmo poslovne komunikacije.</li> <li>– Reflektira in kritično ovrednoti različne izkušnje s področja poslovnega komuniciranja.</li> <li>– Aktivno in kritično spremlja in reflektira aktualno dogajanje na področju poslovnega komuniciranja.</li> <li>– Pozna in razume umeščenost poslovnega komuniciranja v širše družbene, kulturne in vrednotne kontekste ter z refleksijo teh kontekstov oblikuje intelektualno aktiven odnos do sveta.</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>– Know and understand the meaning of business communication and as such be able to direct her/his self-creative potentials.</li> <li>– Know the basic theoretical foundations, practical approaches and models for the total management of the communication process in a contemporary organization.</li> <li>– Reflect and critically assess different opportunities for successful and effective methods of business communication.</li> <li>– Understand the interaction among factors that influence the success and effectiveness of communication and business communication.</li> <li>– Receive the basic structuring function of business communication.</li> <li>– Internalize contemporary paradigms of business communication.</li> <li>– Reflect and critically assess various experiences from the area of business communication.</li> <li>– Actively and critically follow and reflect on current events from the field of business communication.</li> <li>– Know and understand how business communication fits with society in large, within the context of culture and value as well as reflect from these contexts to form an intellectually active relationship to the world.</li> </ul>
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**Metode poučevanja in učenja:**

**Learning and teaching methods:**

<ul style="list-style-type: none"> <li>– Predavanja z aktivno udeležbo študentov (razlaga snovi, pogovori, vprašanja, primeri, reševanje problemov).</li> <li>– Seminarske vaje v povezavi s prakso (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, pogovori, sporočanje povratne informacije, socialne igre, ekskurzija).</li> <li>– E-izobraževanje / študij na daljavo</li> <li>– Individualne in skupinske konzultacije (pogovori, dodatna razlaga, obravnava specifičnih vprašanj).</li> </ul>	<ul style="list-style-type: none"> <li>– Lectures with active student participation (discussions, talks, questioning, cases, problem-solving).</li> <li>– Seminar papers in connection to practice (reflections from experience, project work, teamwork, methods of critical thinking, talks, providing feedback, social games, excursions).</li> <li>– E-learning / Distance education</li> <li>– Individual and group consultations (discussions, additional explanations, discussing specific questions).</li> <li>– Facilitating independent study and research</li> </ul>
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– Animacija samostojnega študija in raziskovanja (motiviranje, usmerjanje, samoopazovanje, samouravnavanje, refleksija, samoocenjevanje).	(motivating, directing, self-examination, self-regulation, reflection, and self-assessment).
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<b>Načini ocenjevanja:</b>	<b>Delež / Weight (%)</b>	<b>Assesment:</b>
Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project)
– Pisni/ustni izpit	60%	– Written / Oral Exam
– Empirična seminarska naloga s poročili seminarskega dela ter predstavitev naloge	40%	– Empirical seminar paper with reports from seminar work and seminar paper presentation

**Reference nosilca / Lecturer's references:**

<p>– ONWUEGBUZIE, Anthony J., DICKINSON, Wendy B., LEECH, Nancy L., GORENC ZORAN, Annmarie. Toward more rigor in focus group research: a new framework for collecting and analyzing focus data group data. V: <i>Southwest educational research association</i>. San Antonio, Texas: SERA, 2007, str. 19.</p> <p>– GORENC ZORAN, Annmarie. E-learning 2.0: bringing learning to people not people to learning = E-obrazovanje 2.0: približiti učenje ljudima, a ne ljude učenju. <i>LD</i>, 2009, br. 12-13, god. 3, str. 74-78.</p> <p>– GORENC ZORAN, Annmarie. Feedback role in second language e-communication. <i>Pedagoš. obz.</i>, 2010, letn. 25, št. 1, str. 157-170.</p> <p>– GORENC ZORAN, Annmarie, STARC, Jasmina, BLAŽIČ, Marjan. Electronic foreign language interactions and variations among participants. <i>Int. J. Information and operations management education (Online)</i>. [Online izd.], 2010, vol. 3, no. 4, str. 356-367. <a href="http://www.inderscience.com/browse/index.php?journalID=149&amp;year=2010&amp;vol=3&amp;issue=4">http://www.inderscience.com/browse/index.php?journalID=149&amp;year=2010&amp;vol=3&amp;issue=4</a>, doi: 10.1504/IJIOME.2010.034637.</p> <p>– GORENC ZORAN, Annmarie, STARC, Jasmina, BLAŽIČ, Marjan. Foreign language CMC interactions and differences in gender. V: MUÑOZ, Mario (ur.), FERREIRA, Fernando Alberto Freitas (ur.). <i>Proceedings of the IASK International Conference Teaching and Learning 2009, Porto, Portugal, 07-09 December 2009. Teaching and learning 2009 : proceedings of the IASK International Conference, Porto, Portugal, 7-9 December 2009</i>. Porto, Portugal: International Association for the Scientific Knowledge, 2009, str. 280-286.</p>
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