

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

<b>Predmet:</b>	Komunikacijski trening
<b>Course title:</b>	Communication Training

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Socialni menedžment (UN), prva stopnja / Social management (BSc), first level	/	2.,3.	4.,6.

**Vrsta predmeta / Course type** Izbirni/Optional

**Univerzitetna koda predmeta / University course code:**

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija / Other forms of Study	Samost. delo Individ. work	ECTS
20	0	40	0	0	120	6

**Nosilec predmeta / Lecturer:** izr. prof. dr. Andrej Kovačič / Associate Professor Andrej Kovačič, Ph.D

**Jeziki / Languages:**

<b>Predavanja / Lectures:</b>	Slovensko / Slovenian, Angleško / English
<b>Vaje / Tutorial:</b>	Slovensko / Slovenian, Angleško / English

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

Ni posebnih pogojev.

**Prerequisites:**

No special prerequisites.

**Vsebina:**

- Uvod v predmet. Definicija, vloga in pomen medosebnega komuniciranja; pomen socialne interakcije in odnosov; kontekstualni in razvojni vidik medosebne komunikacije; funkcije medosebnega komuniciranja.

**Content (Syllabus outline):**

- Introduction to the course. Definition, role and significance of interpersonal communication; significance of social interaction and relationships; contextual and developmental aspects of interpersonal communication; functions of interpersonal

- Ključna načela medosebnega komuniciranja: neizogibnost, ireverzibilnost, kompleksnost, kontekstualna odvisnost.
- Oblike in sestavni deli komuniciranja: verbalna in neverbalna komunikacija; oblike govorov; sestavni deli komunikacijske tehnike.
- Znanje in veščine dobrega govorca, odnos do nastopov in predstavitev.
- Etika komuniciranja.

- communication.
- Key principles of interpersonal communication: unavailability, irreversibility, complexity, dependence on context.
- Forms and components of communication: verbal and non-verbal communication; forms of speeches; components of a communication technique.
- Knowledge and skills of a good speaker, attitude towards performances and presentations.
- Communication ethics.

### Temeljni literature in viri / Readings:

- KOVAČIČ, A. (2019): *Action Formula for Influence, Pro-active Communication Techniques - učno gradivo*.
- O'CONNOR, Joseph, Lages, Andrea (2007): *How coaching works*. A & C Black Publishers Ltd.
- Horgie, O. (2010): *Skilled Interpersonal Communication: Research, Theory and Practice*. Routledge.
- Hartley, P. (1999): *Interpersonal Communication*. London: Routledge.
- Sloane, T. O. (2001): *Encyclopedia of Rhetoric*. Oxford: Oxford University Press.

### Cilji in kompetence:

Učna enota prispeva k razvoju naslednjih splošnih in predmetno-specifičnih kompetenc:

Splošne kompetence:

- Sposobnost fleksibilne uporabe znanja v praksi.

Predmetno-specifične kompetence:

- Občutljivost za ljudi in socialno okolje ter razvoj komunikacijskih sposobnosti in spretnosti, posebej komunikacije v mednarodnem okolju.
- Veščine retorike.
- Etična refleksija in zavezanost profesionalni etiki v družbenem okolju s spoštovanjem načela neskrupuliranosti in multikulturalnosti.
- Zmožnost vzpostavljanja in vzdrževanja

### Objectives and competences:

The instructional unit contributes to the development of the following general and subject-specific competences:

General competences:

- Ability to use the acquired knowledge in practice in a flexible manner.

Subject-specific competences:

- Sensitivity to other people and to the social environment, development of communication skills, especially those connected to the context of international environment.
- Arts of rhetoric's.
- Ethical self-reflection and commitment to professional ethics in a society, demonstrating respect towards

kooperativnih odnosov za delo v skupini in z drugimi uporabniki in skupinami (lokalna skupnost, organizacije javne uprave, gospodarstvo, nevladne organizacije) ter zmožnost strpnega dialoga.

- Organizacijske in vodstvene spretnosti v organizacijah, ob razumevanju individualnih vrednot in skupinskih vrednotnih sistemov, z obvladovanjem profesionalno–etičnih vprašanj.
- Komuniciranje s strokovnjaki iz različnih področij gospodarskega in družbenega življenja ter z različnimi interesnimi skupinami.

indiscrimination and multicultural society.

- Ability to establish and maintain cooperative relations required in team work and in working with other users and teams (local community, public administration organisations, economy, NGOs), and the ability to engage in tolerant dialogue.
- Organisational and leadership skills essential for operations within organisations, as well as understanding of individual values and collective value systems, and proficiency in dealing with professional and ethical questions.
- Communication with experts from different areas of economy and social life, as well as with different interest groups.

#### **Predvideni študijski rezultati:**

Študent/študentka:

- pozna in razume pomen medosebnega komuniciranja;
- pozna in razume ključne definicije, koncepte in funkcije medosebnega komuniciranja;
- obvladuje osnove učinkovitega medosebnega komuniciranja, verbalnega in neverbalnega;
- razume delovanje dejavnikov, ki vplivajo na uspešnost govorjenja in jih zna upoštevati v komunikacijskem procesu;
- reflektira in kritično ovrednoti različne komunikacijske izkušnje.

#### **Intended learning outcomes:**

Students will:

- know and understand the significance of interpersonal communication;
- know and understand key definitions, concepts and functions related to interpersonal communication;
- master the basics of efficient interpersonal communication, verbal and non-verbal;
- understand the functioning of factors, which influence successful speaking, and consider them during a communication process;
- reflect upon and critically evaluate different communication experiences.

**Metode poučevanja in učenja:**

- Predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov);
- Sprotne naloge na vajah in doma (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije, socialne igre);
- Eksperimentalne vaje, ki temeljijo na izkušnjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra vlog, sodelovalno učenje, portfolijo, evalvacija, samoocenjevanje);
- Uporaba spletne učilnice oziroma drugih sodobnih IKT orodij;
- Individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj).

**Learning and teaching methods:**

- Lectures with active student participation (explanation, discussion, questions, cases, problem solving);
- Seminars at workshops and home assignments (reflexion about experiences, project work, team work, method of critical thinking, discussion, feed-back, social games);
- Experimental exercises based on experience, co-operation, problem learning (individual study, discussion, explanation, observation, team work, case study, method of critical reading and writing, role play, co-operative learning, portfolio, evaluation and self-evaluation);
- Use of online classroom or other contemporary ICT tools;
- Individual consultations (discussion, additional explanation, treatment of specific questions).

<b>Načini ocenjevanja:</b>	Delež (v %) / Weight (in %)	<b>Assessment:</b>
<p>Načini:</p> <ul style="list-style-type: none"> <li>• Pisni/ustni izpit</li> <li>• Aktivno sodelovanje na vajah in poročila eksperimentalnih vaj ter predstavitev naloge</li> </ul> <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p>	<p>50%</p> <p>50%</p>	<p>Types:</p> <ul style="list-style-type: none"> <li>• Written / oral examination</li> <li>• Active participation, reports on laboratory work and the paper presentation</li> </ul> <p>Grading is in accordance with the Faculty's evaluation Ordinance.</p>

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

KOVAČIČ, Andrej. The Action Model For Measuring Influence In Advertising. *Innovative Issues and Approaches in Social Sciences*, vol. 7, no. 3, 90-103.

KOVAČIČ, Andrej, MACUH, Bojan, RASPOR, Andrej, SRAKA, Marko. Media exposure and secondary school delinquency. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, maj 2019, vol. 12, no. 2, str. 24-44. <http://www.iiass.com/pdf/IIASS-2019-no2-art2.pdf>.

KOVAČIČ, Andrej, MACUH, Bojan, RASPOR, Andrej, SRAKA, Marko, ŠKABAR, Matjaž. Starši kot medijski opismenjevalci osnovnošolskih otrok prve in druge triade. *Pedagoška obzorja: časopis za didaktiko in metodiko*, ISSN 0353-1392, 2018, letn. 33, [št.] 2, str. 20-37.

KOVAČIČ, Andrej, PODGORNIK, Nevenka. Testing CASC scale for measuring emotional and rational advertising and media effects. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2013, vol. 6, no. 2, str. 82-97, ilustr.

KOVAČIČ, Andrej. Using the method of observation in testing media advertising. *Research in social change*, ISSN 1855-4202, may 2013, no. 5, iss. 2, str. 5-22.

KOVAČIČ, Andrej. How to measure the effects of advertising communication: a research methodology overview. *Research in social change*, ISSN 1855-4202, may 2012, no. 4, iss. 2, str. 85-113.

KOVAČIČ, Andrej. Zunanje oglaševanje - enostranska komunikacija in njene posledice. *Raziskave in razprave*, ISSN 1855-6280, 2011, letn. 4, št. 2, str. 45-74, graf. prikaz.