UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	Komuniciranje v organizaciji
Course title:	Communication in Organization

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Strateško komuniciranje, druga stopnja	Program nima smeri	1.	1.
Strategic Communication, second level	The programme has no field	1st	1st

Vrsta predmeta / Course type   Obvezni / Compulsory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20	-	20	-	-	140	6

Nosilec predmeta / Lecturer: prof. dr. Mateja Rek / Prof. Mateja Rek, PhD

Jeziki / **Languages:**	**Predavanja /** **Lectures:**	slovenski, angleški / Slovenian, English
	Vaje / Tutorial:	slovenski, angleški / Slovenian, English

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

Prerequisits:

Poznavanje osnov komuniciranja, ki jih študent pridobi v okviru študija na prvi (bolonjski) stopnji.	Knowledge of the basics concepts of communication acquired by the student in the course of study at the first (Bologna) level.

Vsebina:	**Content (Syllabus outline):**
1. Konceptualne opredelitve organizacijskega komuniciranja 2. Teorije organizacij 3. Funkcije organizacijskega komuniciranja 4. Pomen formalne in neformalne organiziranosti 5. Organizacijska struktura in vzorci komuniciranja (vertikalno, horizontalno, matrično komuniciranje) 6. Pomen organizacijske kulture in strukture za komuniciranje v organizaciji 7. Konceptualne opredelitve učinkovitega organizacijskega komuniciranja 8. Vpliv informacijsko-komunikacijskih tehnologij na organizacijsko komuniciranje 9. Vpliv organizacijskega komuniciranja na upravljanje z znanjem v organizaciji	1. Ability to define oganizational communication 2. Organisation as a system 3. Functions of organisational communication 4. The role of formal and informal organisation 5. Organisational structure and communication patterns (vertical, horizontal, matrix) 6. The role of organizational culture and structure for communication in the organisation 7. Methods, types and techniques of effective organisational communication 8. The influence of IT on organisational communication 9. The influence of organisational communication on knowledge management

Temeljni literatura in viri / Readings:

Rek, M. 2019. *Umetnost komuniciranja v kontekstu pozne moderne.* Ljubljana: Vega.

Yang Chun-Xia et al. 2013. Organization Theories: From Classical to Modern. *Journal of Applied Sciences*, 13 (21), 4470-4476. Dostopno na: http://docsdrive.com/pdfs/ansinet/jas/2013/4470-4476.pdf.

Creative Community. 2012. *An Introduction to Organisational Communication*, str. 1-276. Dostopna na: https://2012books.lardbucket.org/pdfs/an-introduction-to-organizational-communication.pdf.

Cacciattolo, K. 2015. Defining Organisational Communication. *European Scientific Journal*, 11(20).

Lunenburg F. 2012. Organisational Structure: Mintzbergs Framework. *International Journal of Scholarly*, Academic, Intellectual Diversity, 14 (1).
Dostopno na: https://platform.europeanmoocs.eu/users/8/Lunenburg-Fred-C.-Organizational-Structure-Mintzberg-Framework-IJSAID-V14-N1-2012.pdf.

Serpa, S. 2016. An Overview of the Concept of Organisational Culture. *International Business* Management, 10(1): 51-61.

Cilji in kompetence:

Namen predmeta je osvojitev znanja in kompetenc, povezanih s komuniciranjem tako v notranjim okolju kot z zunanjim okoljem organizacije in razumevanje ključnih vidikov organizacijskega komuniciranja ter pomena in posledic organizacijskega komuniciranja za uspešnost organizacije.

Splošne kompetence:
• sposobnost kompleksne analize kulturnih in družbenih procesov;
• sposobnost oblikovanja kompleksnih in izvirnih idej, konceptov in rešitev določenih problemov;
• razvoj komunikacijskih sposobnosti in spretnosti za komuniciranje na različnih ravneh v medkulturnem okolju;
• sposobnost kompleksnega sistemskega pogleda na družbo in interdisciplinarnega pristopa;
• zmožnost vzpostavljanja in vzdrževanja kooperativnih odnosov za delo v skupini in z drugimi uporabniki in skupinami (lokalna skupnost, organizacije javne uprave, gospodarstvo, nevladne organizacije) ter zmožnost strpnega dialoga.

Predmetno-specifične kompetence:
• razumevanje vloge in funkcij komunikacije za ohranjanje in razvoj medsebojnih odnosov, še posebno za razvoj kulture dialoga;
• razvoj veščin in spretnosti v uporabi znanja na raziskovalnem področju strateškega komuniciranja;
• sposobnost samostojnega prepoznavanja in smiselne aplikacije različnih pragmalingvističnih konceptov (konverzacijske maksime, vljudnost, deiktičnost), ki se pojavljajo v zasebnem in javnem komuniciranju;
• poznavanje interpretativnih pristopov, ki pojasnjujejo komunikacijska dejanja

Objectives and competences:

The purpose of the course is to acquire knowledge and competences related to communication in both the internal and external environment of the organization and to understand the key aspects of organizational communication and the importance and consequences of organizational communication for the success of the organization.

General competences:
• ability to analyze complex cultural and social processes;
• ability to formulate complex and original ideas, concepts and solutions to certain problems;
• development of communication abilities and skills for communicating at different levels in an intercultural environment;
• ability of a complex systemic view of society and an interdisciplinary approach;
• ability to establish and maintain cooperative relations for work in a group and with other users and groups (local community, public administration organizations, business, non-governmental organizations) and the ability to have a tolerant dialogue.

Subject-specific competences:
• understanding the role and functions of communication for maintaining and developing interpersonal relationships, especially for developing a culture of dialogue;
• development of skills in the use of knowledge in the research field of strategic communication;
• ability to independently recognize and meaningfully apply various pragmalinguistic concepts (conversational maxims, politeness, deicticity) that appear in private and public communication;
• knowledge of interpretive approaches that explain communication actions (one-way, multi-way, constructivist model of communication);

(enosmerni, večsmerni, konstruktivistični model komunikacije);
• razumevanje, zakaj identiteta posameznikov – podobno kot sam kontekst – ni vnaprej dana, ampak je aktivno formirana skozi
govor oziroma skozi sam proces komuniciranja;
• razumevanje, analiza in razčlemba vplivanjske in prepričevalne razsežnosti, ki jo izvajajo institucije in posamezniki v okviru vsakdanje komunikacije.

• understanding why the identity of individuals - similar to the context itself - is not given in advance, but is actively formed through speech or through the very process of communication;
• understanding and analyzing the influential and persuasive dimensions carried out by institutions and individuals in the context of everyday communication.

Predvideni študijski rezultati:

Študent bo:
− pridobil sposobnost poglobljenega samostojnega raziskovalnega dela na področju organizacijskega komuniciranja;
− postal sposoben artikulacije ključnih vprašanj in problemov organiziranja v kontekstu internacionalizacije in medkulturne raznolikosti dinamičnega sodobnega sveta;
− osvojil sposobnost za reševanje konkretnih družbenih in delovnih problemov z uporabo družboslovnih znanstvenih metod in postopkov;
− razvil sposobnost povezovanja koherentno obvladanega temeljnega znanja, pridobljenega pri obveznih predmetih, ter njegove uporabe v praksi;
− razvil sposobnost pridobivanja, selekcije, ocenjevanja in umeščanja novih informacij in zmožnost interpretacije v kontekstu družboslovja;
− pridobil sposobnost fleksibilne uporabe znanja v praksi;
− spoznal pomen kakovosti in prizadevanje za kakovost strokovnega dela skozi avtonomnost,   (samo)kritičnost,

Intended learning outcomes:

Students will:
− Acquire the ability of in-depth independent research work in the field of organizational communication;
− Become able to articulate key issues and problems of organizing in the context of internationalization and intercultural diversity in the dynamic contemporary world;
− Acquire the ability to solve specific social and work problems using social science scientific methods and procedures;
− Developed the ability to integrate coherently mastered basic knowledge acquired in compulsory subjects and put it into practice;
− Develop the ability to obtain, select, evaluate and position new information and the ability to interpret it in the context of social sciences;
acquire the ability to flexibly apply knowledge in practice;
− Realize the importance of quality and the pursuit of quality of professional work through autonomy, (self) criticality, (self) reflexivity and (self) evaluation in professional work;

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(samo)refleksivnost in (samo)evalviranje v strokovnem delu; – razvil občutek za ljudi in socialno okolje ter razvoj komunikacijskih sposobnosti in spretnosti, posebej komunikacije v mednarodnem okolju.	– Develop a sense of people and social environment and development of communication skills, especially communication in an international environment.

Metode poučevanja in učenja:

| **Learning and teaching methods:** |

• predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri); • seminarske vaje (refleksija izkušenj, projektno delo, timsko delo, metode kritičnega mišljenja, diskusija, sporočanje povratne informacije); • vaje, ki temeljijo na izkušenjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, evalvacija, samoocenjevanje); • individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj); • samostojen študij (motiviranje, usmerjanje, samoopazovanje, samouravnavanje, refleksija, samoocenjevanje); • uporaba spletne učilnice oziroma drugih sodobnih IKT orodij.	• Lectures with active engagement of students (explanation, discussion, questions, examples); • Tutorials (reflection of experience, project work, teamwork, critical thinking, discussion, feedback); • Seminars based on experience-based learning, participation in problem learning (independent study, discussion, explanation, observation, team work, case study, methods of critical reading and writing, evaluation, self-evaluation); • Individual and group consultations (discussions, additional explanation, specific questions); • Individual study (motivation, guidance, self-observation, self-regulation, reflection, self-evaluation); • Use of online classroom or other contemporary ICT tools.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Način (pisni izpit, ustno izpraševanje, naloge, projekt):		Type (examination, oral, coursework, project):
Pisni/ustni izpiti	70 %	Written/oral exam

Obveznosti vaj	30 %	Assignments
Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.		Grading scale - in accordance with the Rules of examination and evaluation of knowledge.

Reference nosilca / Lecturer's references:

REK, Mateja. *Umetnost komuniciranja v kontekstu pozne moderne*. 1. izd. Ljubljana: Vega, 2019.

GORJUP, Nina, REK, Mateja. *Mala in mikro podjetja v vrtincu promocijskih naporov*. 1. izd. Ljubljana: Vega, 2016.

GORJUP, Nina, REK, Mateja. *Odnos do promocije v poslovno uspešnih malih in mikro podjetjih*. 1. izd. Ljubljana: Vega, 2016.

REK, Mateja, MAKAROVIČ, Matej, ŠKABAR, Matjaž. Identifying complex cultural conditions of globalization in late modernity: a fuzzy set analysis of 30 countries. *European Journal of Science and Theology*, ISSN 1841-0464, feb. 2017, vol. 13, no. 1, str. 173-188.

REK, Mateja, OZVATIČ, Tanja. Using the specific affect coding system to observe affective behaviour in public speaking. *Research in social change*, ISSN 2463-8226, Jan. 2017, vol. 9, iss. 1, str. 28-48.

REK, Mateja. Media education in Slovene preschools: a review of four studies. *CEPS journal: Center for Educational Policy Studies Journal*, ISSN 1855-9719, 2019, vol. 9, no. 1, str. 45-60.

REK, Mateja, KOVAČIČ, Andrej. Media and preschool children: the role of parents as role models and educators. *Medijske studije*, ISSN 1847-9758, 2018, vol. 9, no. 18, str. 27-43.

REK, Mateja, OZVATIČ, Tanja. Using the specific affect coding system to observe affective behaviour in public speaking. *Research in social change*, ISSN 1855-4202, Jan. 2017, vol. 9, iss. 1, str. 28-48.

REK, Mateja. Unwanted behaviour among youth: influence of digital media consumption. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2016, vol. 9, no. 3, str. 122-135.

KOVAČIČ, Andrej, REK, Mateja. Factors increasing media exposure of preschool children. *The new educational review*, ISSN 1732-6729, 2016, vol. 45, str. 249-257.

KOVAČIČ, Andrej, MAVRI, Barbara, REK, Mateja. Predšolski otroci in vpliv medijev. *Pedagoška obzorja: časopis za didaktiko in metodiko*, ISSN 0353-1392, 2016, letn. 31, [št.] 2, str. 20-35.

REK, Mateja. Researching the role of civil society and media in curbing corruption: a need for a more indepth interdisciplinary approach. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, Jan. 2015, vol. 8, no. 1, str. 60-76.

KOVAČIČ, Andrej, REK, Mateja. Factors increasing media exposure of preschool children. *The new educational review*, ISSN 1732-6729, 2016, vol. 45, str. 249-257.

KOVAČIČ, Andrej, MAVRI, Barbara, REK, Mateja. Predšolski otroci in vpliv medijev. *Pedagoška obzorja: časopis za didaktiko in metodiko*, ISSN 0353-1392, 2016, letn. 31, [št.] 2, str. 20-35.