



BA SCHOOL OF
BUSINESS AND FINANCE

Prof. Bachelor Study Programme ``Business process management``

DESCRIPTION OF A STUDY COURSE

Course unit title	Communication Skills I - Basic Communication			
Programme	Business process management			
Year of study	1			
Academic year	2022./2023.			
Level of course unit	Bachelor			
Course unit code	BP043			
Name of lecturer(s)	Reinis Druvietis			
Credit points	2			
Number of ECTS credits allocated	3			
Language of instruction	Latvian or English			
Type of course unit (compulsory, optional)	Compulsory			
Semester when the course unit is delivered	2			
Mode of delivery	Full-time education			
Aim of Course	Learning communication skills is crucial for anyone who needs to make public their views, to defend their ideas and to be able to listen to questions and objections from their listeners. The best idea can be altered by the story of it. The skills of identifying the purpose of the interface and preparing a communication message for the selected audience are important for both senior managers and every member of the organisation who speaks or speaks, thereby restoring the values that are important to the organisation and creating its image.			
Preliminary knowledge	Ability to work independently	Self awareness	Self-discipline	

Course contents	No	Title	
	1	Communication is easily ambiguous and there are different barriers to communication that prevent a public speaker from producing a clear message or receiving it from different audiences. The main task of this course is to find out how to make your message, speech, or presentation comprehensible and binding for your listeners, and to try it in high-quality tasks.	
	2	Awareness of the causes of stress contributes to more successful communication and helps a public speaker to develop a positive experience with an audience that significantly affects a person's ability to speak further.	
	3	The communication of a convincing public speaker is unified, so speech and non-verbal communication must be coherent. Body language training is an integral part of learning communication skills.	
4	There are various processes between the speaker and the audience that promote or disrupt understanding. Aware of audience attention-keeping techniques, speech-enhancing techniques, passing a message is much more effective.		
The study course calendar	No	Topic	Type of assessment
	1	Communication model and its importance in dealing with the audience	Literature discussion
	2	Connect with an audience	Group work and the presentation
	3	Access barriers and overcoming them	Group work and the presentation
	4	Speech and presentation structure	Individual work; Individual work and the presentation
	5	Verbal communication. The story and storytelling, 8 forms of speech composition, rhetorics, power of persuasion, feedback, CTA.	Literature discussion
	6	Connect with your audience. Starting introducing yourself. Answering hard questions. Mastering group dynamics.	Individual work; Individual work and the presentation
	7	Nonverbal communication. Open, closed, power body and hand postures, gestures, mimics, eye-contact, touching, handshake, laughter. Four voices, roles.	Literature discussion
	8	Stress and its management techniques	Literature discussion
	9	Analysis of public speeches	Test
	10	Use of languages, voice, articulation and techniques for cleaning them	Individual work; Individual work and the presentation
11	Student presentations, their video analysis, individual feedback	Test	

Planned learning activities and teaching methods	9		Distribution (%)			
	Active participation in the class		30%			
	Individual work; Individual work and the presentation		40%			
	Group work and the presentation		30%			
	Total (%):		100%			
	Teaching methods		Student workload (h)			
	Classes in the auditorium		16			
	Debates		8			
	Experiments		8			
	Video recording analysis		10			
	Research		8			
	Case study		8			
	Lecturer-led class discussion		12			
	Literature review/analysis		10			
Total (h):		80				
Planned learning outcomes	No	Learning outcomes			No of progr. study results applicable	
	1	Students acquire knowledge of the importance of communication, the barriers to communication and the development of links with the audience.			6	
	2	Learn and try to use the structure of the presentation of skills in the presentation of your ideas and understand the importance of non-verbal communication when speaking.			11	
	3	The student has a deeper understanding of creating a clear message for the audience, the ability to create it for himself and the acquired model to use in other public speeches.			6, 8	
	4	Identify the criteria for evaluating public speakers and can then assess their performance			9	
	5	Begins to be aware of the impact of public speech in a given group or community			10	
Assessment methods and criteria	Learning outcomes		1	2	3	4
	Assessment methods					
	Active participation in the class		•	•	•	•
	Individual work; Individual work and the presentation					
Group work and the presentation						
Mandatory literature						

Mandatory and supplementary literature	<ol style="list-style-type: none"> 1. <i>Public Speaking Success in 20 Minutes a Day</i>. (2010). USA, LearningExpress 2. Beebe, Steven A., Beebe, Susan J., <i>A Concise Public Speaking Handbook, 4th edition</i>, (2015). USA, Texas State University, Pearson 3. <i>Harvard Business Review, HBR's 10 Must Reads on Public Speaking and Presenting</i> (2020). USA, Harvard Business School Publishing Corporation 4. Schultze, Quentin J., <i>An Essential Guide to Public Speaking, 2nd edition</i> (2020). USA, Baker Academic <p><i>Supplementary literature</i></p> <ol style="list-style-type: none"> 1. Fails, Alexander, <i>The Public Speaking Bible, a Survival Guide for Standing on Stage</i> (2022). 2. Duarte, Nancy, <i>HBR Guide to Persuasive Presenttions</i>. (2012). USA, Harvard Business School Publishing Corporation 3. Anderson, Chris, <i>TED Talks, The Official TED Guide to Public Speaking</i> (2016). USA, Houghton Mifflin Harcourt 4. Navarro, Joe, Karlins Marvin, <i>What Every Body is Saying, an Ex-FBI Agent's Guide to Speed-Reading People</i> (2020). UK, Harper Collins 5. Pease, Allan, Pease, Barbara, <i>The Definitive Book of Body Language</i>. (2004). USA, Bantam Dell, Division of Random House
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Evaluation criteria of learning outcomes.

Grade	Explanation
<i>10 (outstanding)</i>	Knowledge, exceeding curriculum requirements, attests independent research and deep understanding of a problem
<i>9 (excellent)</i>	Complete acquaintance with curriculum requirements, ability to apply gained knowledge independently
<i>8 (very good)</i>	Complete acquaintance with curriculum requirements, though at times lacks deeper understanding and ability to affiliate gained knowledge with more complicated issues.
<i>7 (good)</i>	Curriculum requirements mastered, although less important knowledge gaps can be detected
<i>6 (above average)</i>	Acquaintance with curriculum requirements, though lack of problem understanding in detail can sometimes be detected
<i>5 (average)</i>	General knowledge of curriculum requirements although lacks understanding of several problems in general
<i>4 (below average)</i>	General knowledge of curriculum requirements, competence corresponds to minimum of curriculum requirements, problematic application of gained knowledge in practice
<i>3 (weak)</i>	General knowledge of a curriculum gained, though a complete lack of orientation in other relevant issues is detected. Additional studies required to get an assessment.
<i>2 (very weak)</i>	General knowledge on certain relevant issues in a curriculum gained, curricula requirements are not completed on average
<i>1 (extremely weak)</i>	A complete lack of basic curricula requirements is detected, almost no knowledge on a basic curriculum

