ACADEMIC COMMUNICATION IN BUSINESS STUDIES

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Abstract

The paper starts with the assumption that academic communication is the basis for achieving a high level of expertise in the field of any activity, including in the field of business and management. Only highly qualified employees can contribute to the positive changes and sustainability of the organization. Expertise is achieved in the academic milieu before gaining practical experience. For academic achievement it is important to have knowledge, managing and understanding of academic communication. Paper sets the frameworks by determining what belongs to the field of academic communications that is far more than written and oral skills themselves. It includes academic behavior based on ethical norms, developing the ability of discursive analysis, evaluation, prioritization and developing a logical thinking based argumentation. The aforementioned contributes to the development of the image of an individual-expert, his persuasiveness and professional authority. The paper presents a case study of a process of introducing Academic Communication within Business and Management studies based on the results of a pilot study on knowledge of basic academic communication skills required for later acquisition of business and management expertise.

Key Words

Academic communication; academic behavior; argumentation; business communication; managers' functions; managers' competencies.

INTRODUCTION

An antique inscription in Greece says 'Who rhetoric does not learn will become its victim'. Even in the 4th century BC, Greek rhetoricians spoke of the obligation of the individual to speak publicly, persuade and thus influence the development of society. From this it can be said that the development of speech abilities is one of the primary tasks in the contemporary world that is under constant influence of change that is unstoppable. Andrew Weaver, a Canadian scientist and politician, said there are innumerable ways to make a living in America, but that effective speech is the foundation for each of them. The same could apply to any country or culture in the world. Speech skills are used multiple times throughout life and ensure better business performance. Academic communication that covers significantly more than the correct, but inadequate definition, that it is every communication that takes place between the communicators in the academic milieu, takes a particular place. Only through academic rhetoric new social values are created and transported into different segments of life and through time and only a clear rhetoric based on academic principles contributes to the understanding and acceptance of a particular social community. To define the notion of academic communication it is necessary to establish the specifics and principles on which it is based.

This paper stems from the fact that the highest level of rhetoric needed for the development of society is acquired by academic education and that insisting on the development of top quality speech is the task of the higher education system. In this regard, this paper aims first of all to identify the specific features of academic communication and how the development of competences for academic communication influences the development of competent experts in the field of business and management.

The term academic communication is often identified with the notion of academic literacy. The notion of literacy within the higher education system and science is generally referred to as academic literacy. By definition, it is an interdisciplinary concept involving the study of applied linguistics, sociolinguistics, anthropology, socio-cultural theory of learning, and discourse studies. Silobrčić (2008) criticizes academic work in Croatia from the aspect of meaningful, linguistic and aspect of formal structure and cites the need for literacy. Lillis and Scott (2007) determine academic literacy as an area of academic communication with emphasis on literary expression. They also talk about it as a hub of theory and application whereby application is viewed as a dynamic phenomenon that is embedded and inseparable from research. In other words, no research is carried out by itself, but the possibility of applying the obtained results is expected. Academic literacy creates preconditions for students' writing according to the demands of higher education institutions aimed at developing the area of language, rhetoric and cognitive structure (ibid.). For the last decades in the world, and in recent years in Croatia, there has been an increasing need for emphasizing and implementing educational programs of academic literacy and introducing teaching subjects from the field into study programs. The reason is that students in their achievements show significant limitations in

the use of formal discourse, but (perhaps under the influence of the Bologna system of higher education) do not understand the very concept of study which basically contains research activities. On the other hand, written work by students is primary in terms of language advancement within the higher education system. In many developed countries in the world, one academic year is foreseen, the so-called preparatory year before the beginning of tertiary education, and after the high school, during which future students develop the preconditions for successful academic communication. In the UK, the need for introducing special academic literacy programs has been observed in the 1990s when the number of students has increased. The same tendency has been observed in many other developed countries. Because of this, the heterogeneity of students has increased with regard to the already developed communication skills and at the same time the possibility of individual intervention is lost (Ganobcsik-Williams, 2006).

Studies conducted at that time showed that 90% of respondents considered introducing academic literacy programs to be necessary and clarified their views for two main reasons:

1. In this way, the maintenance of educational and scientific standards that have started to be distorted are promoted and ensured.
2. Academic literacy is the only way to maximize the intellectual potential of an individual (ibid.).

There is another significant educational goal that cannot be met without developing the knowledge and skills of academic communication. It is the training of an individual for the role of a quality audience (listeners). Modern society where specific technologies are developed as public communication channels, special emphasis has also been placed on rhetoric education of the audience. Does the audience accept the message in the way it is conceived? Does an individual have knowledge and skills to think critically about the received message? Academic communication develops the capabilities of critical thinking, analyzing the received messages and signals and drawing them on the basis of minimizing the potential risk of making a wrong conclusion or decision because, speech is a means of making decisions (Kišiček and Stanković, 2014).

DETERMINATION OF ACADEMIC COMMUNICATION

Academic communication is every one that is realized within the academic community at all levels, in all forms and through any media. It is accomplished through literary works, but also oral discussion and reflection on scientific problems and well-known theories. One of the key features of academic communication is that it is based on a very formal structure or a predetermined strategy. Formal structure is clearly required in written works but in oral communication it is not so always visible or predicted. Academic communication strategy, as any other, has to be based on a clear and concrete problem that it addresses, the specific goal that the communication intends to achieve, and the starting points or the hypotheses represented by the academic communicator. In addition, it is necessary to determine which

tasks are to be undertaken on this journey, which methods, and it is important to keep in mind who will be interlocutors in academic communication, readers in the written one.

Baynham (2002) studies academic literacy but his theory can be applied to academic communication in general, both in written and oral discussions. He observes academic writing through three perspectives and says that academic writing can be accessed through:

1. Skill - because he considers that there is a generic set of skills and strategies that can be learned and then used in a particular discourse of some discipline. This set refers to a set of rules such as referral patterns, work structure, formatting etc. but he finds an objection to this approach to teaching academic writing the specifics of a particular discipline are ignored.

2. Content - because it sets the theory of academic writing into homogeneous content that needs to be discovered, analyzed and learned. This approach involves the linguistic analysis of the text and the genre to understand the nature of a discipline in relation to the written task that needs to be fulfilled. There are different types of reports (laboratory, case studies) and essays. Each discipline or area of science uses the specific linguistic characteristics that the student adopts through academic writing. The objection to implication of this approach is exactly the opposite of teaching skills because they adopt very specific knowledge for writing within a very narrow field of a discipline and the student does not gain the breadth in academic literacy.

3. Practical application - where the same author discusses the need for the applicability of the learned, sometimes conflicting and demanding theories of a certain discipline that needs to be put into the social context, in the context of applying that specific discipline. This approach of teaching implies that an individual has previously adopted the skills and knowledge required for the analysis and use of the content or characteristic linguistic discourse of a discipline and all this is used in a practical sense, whether it is literary criticism or reporting of laboratory experiments. While the first two approaches exclude others, the third approach speaks of the need to include all three into the integrative one, the only that provides credible and quality academic writing. Bazerman (2000) says that when developing practical gains from written academic work, social development or delay in development is encouraged. Practical goals must necessarily provide an evaluation framework that will be built during the course of study with a view to proper professional reflection. Innovation, complexity, intricacy, comprehensiveness, yet ultimately ease and reachability of social influence make academic writing an interesting subject of study, and at the same time a significant integral part of human society.

One of the perhaps most significant features of academic communication is its founding in the research. The very notion of 'studying' comes from the Latin word studere which means trying to test, scrutinize or rethink, devoting

to learning and studying. This means that by studying some topic, it is contemplated by studying all available sources and how other, eminent authors in the profession think of this. Here are two key research concepts. Primary research is related to the terms primary data and primary literature or source, and secondary research with secondary data and secondary literature or sources. These are the differences in access to data collection. Primary data collection means that the author explores a research method (changing conditions, studying changes, examining attitudes, legality, specifics of a case, and so on) and gets "raw" never publishing results, or direct information about the researched object.Vrh obrasca The author analyzes them and shapes them into work that ultimately represents news and contributes to the scientific activity of the discipline within which the subject is being dealt with. So, ultimately, he presents original results as well as his own attitudes and opinions that can prove the results of the research. Unlike the primary approach to the gathering of information, the researches and opinions of others that are already being investigated and used, the other author authorizes them and puts them in context with his own theory as arguments and proves. Secondary data was generated on the basis of the other primary, meaning that once they were the primary ones at the time of the origin of the original work. Ivanić (according to Lillis, 2009) displays secondary data called 'talk about text (content)'. With its primary results, the author does not have the need to indicate the source while at secondary results it is expected, and it is necessary to refer correctly to the primary source. Secondary research is being carried out to study theories in order to discuss them in the discussion and ultimately to reach a common generally accepted conclusion on the observed problem. By studying research as a fundamental form of academic work, Boaz and Ashby (2003) have defined four dimensions of the quality of research (Figure 1) that are monitored by the quality of the signals (messages addressed to practice), noise (methodological quality), suitability (methods of intent of research) transmission (communication of the obtained results).

Figure 1: Dimension of Research Quality
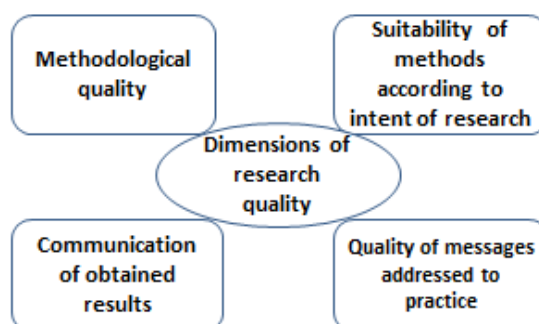
Source: Translation and adaptation by author according to Boaz and Ashby (2003).

PRINCIPLES OF ACADEMIC COMMUNICATION

From the previously identified features of academic communication it can be concluded that there are fundamental principles that are preconditions for achieving success in such communication. In introducing academic expression, these principles need to be understood and developed to the ability of automatic, independent and skillful academic expression in discussions, debates, presentations or written works. Any academic work, whether written or oral should be based on:

1. Academic style;
2. Academic Objectivity;
3. Academic Evidence;
4. Professional and/or scientific social contribution;
5. Academic Ethics.

None of the above principles is more or less important, and failure to comply with any of these leads to the failure of academic work. Only used simultaneously and integrated into a unique communication these principles make successful academic communications that meet their general social goals.

1. ACADEMIC STYLE

A good academic style is above all the one that fulfills its purpose which is a successful transfer of information. It is said that the beauty of the styling is in its functionality and convenience for the purpose it is intended for. What is valid for the academic style in written forms is mainly as well valid in oral academic communication. Writers of academic works are limited to the freedom to develop writing style if compared to writers of literary works but this does not mean that over time and the development of their own skills will not achieve any recognizable way of academic writing. Academic stylization does not aim to build an individual, recognizable style, and does not use the beautifying effects. In academic communication, creativity will not fully come through the style but through the ways and methods the author uses to explore the topic. Silobrčić (2008) cites the features of good scientific stylists and includes:

- ppropriateness to the subject, the interlocutor and the occasion in which the communication takes place;
- shortness in explanation using just as many words as necessary to deliver clear information;
- equality in reference;
- balance in the scale of the individual parts of the content;
- monitoring the content sequence;
- motivating display of the content and
- presence of ethical qualities that he understands as sincerity, openness, honesty and humility.

Silobrčić (ibid.) quotes instructions for authors of academic works emphasizing the need to think about the interests of the interlocutor, to show clarity when thinking about the subject, to adhere to the logical sequence, to

back up the claims that need to be clear, simple, concise, precise and accurate presentation of ideas and facts. From this it can be concluded that linguistic correctness and precision is a starting point without which academic communication is unsustainable. Although lower levels of education deal with linguistic competences, and in tertiary education are meant to be established, Kapp (1998) raises the question for a million dollars: 'Why do students struggle with language?' The answer to this question is not possible, though can be explained in the context of bilingualism and multilingualism, in the academic environment in which the language of students is their mother tongue. By entering academic communication processes, participants accept academic discourse, but also the one specific for the field of study or expertise and thus acquire communication skills for professional and structured professional communication. No one can make clear and understandable thoughts if they are not entirely clear and understandable to the one. There is another reason to invest in the development of academic discourse. According to Kapp (1998), teachers-scientists who pass on knowledge to students are often immersed in specific discourse of the study area and become unconscious of cognitive and linguistic demands addressed to students. Or according to Snow (2010), the academic language is designed to be concise, accurate and authoritarian, and to achieve these goals uses sophisticated words and complex grammatical constructs that interrupt reading comprehension and disable learning. In other words, teacher-scientists will use phrases and language forms that will be unknown to the students, unobtrusive, and removed from the path of achieving academic success. Any information that is not understandable fails its purpose.

Academic language has a specific developmental structure that is significantly different from everyday conversation or professional expression within media revelations (Bazerman, 2000). Often unknown words mark things and phenomena that in everyday situations are called with different names, and are supported by proofs, numbers, descriptions of observations, pictures and the like. One of the features of the academic language is precision and uniqueness so that nothing is spoken to leave the imagination to construct incorrect conclusions. Academic interactions in the form of discussion and performing written research tasks gradually develop functional competencies for the use of an expert language called the proximal development zone (Vygotsky according to Bazerman, 2000). At each stage of this development, an individual adopts certain language structures and develops independent use in professional communication. Scientific formulation of knowledge leads to successful understanding and persuasion of this communication. Bazerman points out the need to develop curiosity in achieving academic communication that includes the desire to imitation, to be engaged or to surpass the expert idol. Actually, it's about developing an expert jargon. A jargon that, by definition, carries specific characteristics of a group or location, and is not a standard literary language in this sense implies a specific language that describes the procedures, phenomena and constituents within a specific activity. Such language is largely accessible and therefore understandable to the experts and

employees of the relevant profession. Professional jargon can also be termed 'special terminology' (according to Silobrčić, 2008). Although academic papers are mainly written for individuals in the profession, it is recommended that any specialized terminology, term or phenomenon is described in a way that even non-experts can understand what it is about.

Academic communication must have a clear start, meaningful sequence and logical conclusion. Silobrčić (2008) links clarity, simplicity and shortness with the logical sequence of thoughts and views. If the author, and what is normal to expect, wanders during the research, it must not be visible in his final view. The topic of work must clearly define the area in which the written work is to be spoken and the contents must not be out of these frameworks. The terms that introduce discourse must have a precisely defined meaning, and in logical sequence they lean and intertwine by building a new structure. If not wanting to make a mistake, the author should put in the skin of the reader who will appreciate the clear structure from which the short and clear sentences result. Content logic stems from the entire work corpus while compatibility of sequences in rough lines can be traced through the content structure, through headings and subtitles. If making a deeper step into the work, the content logic must also be vivid within each title or subtitle, and the sequence alignment is also viewed within the content of each section by introducing the terms. Chaotic thoughts will not ultimately represent a clear and understandable work. No matter how complex a topic is, this complexity cannot be justified by the ambiguity of content within the topic discussion. Silobrčić (2008, p.30) says: 'The goal must be: with as few words to say everything precisely as not to burden the reader and make the understanding difficult.' Academic communication requires learning how to construct clear thought, and with academic work it is realized. The general guidance for achieving success in the part of logic and clarity of work is to follow three simple principles:

1. Starting from a general concept towards a specific one
2. Defining the known facts before the unknown, where new terms are gradually introduced and determined
3. Explaining from simple structures to complex ones because only such sequence guarantees the understanding of the new complex in its entirety.

Talking about the academic style humor should be mentioned as well. Although it may be assumed that there is no place for humor in academic discourse, the use of humor elements has positive impacts. Thinking of function of humor, and humor is always functional, it could be said that its function is in connection with the subject of discussion. Bateson, according to Berger (2013), believes that humor involves thinking and various forms of communication processing that can be related to the full attention of the interlocutor (reader or listener of academic communication). Many authors who have studied the influence of humor in teaching agree that it has an influence on attention but, more importantly it contributes to the memory of speech and the better acquisition of knowledge. An academic speaker should at any time be aware of this function of humor and it should be the only real reason for using it within academic discourse therefore one needs

to make sure that he does not become a stand-up comedian in his public academic performance. The use of humor must be carefully selected and closely related to the topic, otherwise the humor tends to attract the attention of the academic audience and turn the discussion in the unplanned direction.

2. ACADEMIC OBJECTIVITY

According to cognitive theory, subjectivism is based on the sensory and thoughtful abilities of a person. This means that subjective approaches often involve the emotions of a person towards someone or something (some topic). Subjective presentation of the facts means that due to possible individual differences in what something is truth for the person who sets it up, the same truth will not be true for other possible recipients of a message. Contrary to this objective approach means that knowledge is created independently of the subject or the very course of knowledge is deprived of emotion and can be defined as mere reference to facts and perceived relationships. Consequently, the requirement to achieve objectivity implies constant judgment and criticism while constantly verifying the purpose of the academic work. Academic subjectivism finds a place in the essay as an academic literary form in which the author includes personal views and own perception of a topic. When it comes to other professional and scientific forms, the objectivity of the author is expected.

Investigations in the field of neutrality in academic communication lead to debates whereby some scientists argue that there is room for the personal presence of the author in academic communication (Tang, Suganthi, 1999). Hacker (2003) considers that the use of passive in scientific and professional papers places the emphasis on research, its course and its outcomes, and removes attention from researchers who remain neutral. Lillis (2009) thinks that there are three ways in which the researcher-author of written academic work expresses his own standpoint:
- by the way in which the problem is investigated and the direction in which the research will start and end;
- by careful selection of lexical discourse chooses the way in which author's perspective of observation of the theme will be presented and
- by creation of opportunities to open questions that will require re-evaluating the value of a certain fact.

This is also supported by Bazerman (2000) who says that decision-making is based on the assessment of options. It is about considering the benefits of some content that will be considered in the author's placement in an evaluation position and the same would otherwise be banned from the standpoint of academic and scientific objectivism.

3. ACADEMIC EVIDENCE

Given the diversity of perceptions and a large number of possible perceptual errors that occur in viewing the world and world relations, but also

under the influence of different sociological reasons, above all cultural, the perspective of observing an academic theme can be significantly different from individual to individual. For this reason, the basic method of academic communication that meets the requirements arising from both the principle of academic objectivity and the principle of academic evidence is method of academic argumentation. This method inevitably relies on the aforementioned process of studying or thinking about the subject by studying all available sources, the ways that other, eminent authors in the profession think of this topic. The basic idea of this method is to formulate other ones' theses and link them to neutral conclusions that leave room for discussion. The ability to argue properly Mitchell and Andrews (2000) consider as extremely important for an individual, especially in social and human sciences. This ability is taught and developed during studies in the higher education system. It is a productive approach to disagreement based on critical thinking about the facts available. Argumentation is the basic communication skill for successful professional development gained by participating in discussions and developed controversy during the course of the study. It is a process based on psychological processes of thinking and reflection. Barth and Krabbe (according to Andriessen, 2013) describe the argument as a dialogue between a proponent (of some attitude) and an opponent on the same subject. Walton (2000) defines the argument as a shift in dialogue in which two sides are trying to judge a topic together, and Škarić (2011) says it is a process where a claim becomes a highly probable truth to the audience. If the argumentation is approached from the position of the academic method, it can be said that this is the way to discover the truth verbally in communicating with others (during debates and discussions) or when it is about written academic communication, independently (in collaboration with experts, studying their theories through research of their written works) by confronting different theories and evaluating them. Rhetorical argumentation signifies the process of supporting someone's attitudes (claims) by facts, data and examples. Argumentation necessarily requires logical connections, and lack of argumentation leaves doubts about the truth or ultimately doubts about the utility of the claim. Baker (2004) identified four mechanisms related to learning the argumentation:

1. Creating explicit knowledge – by arguing one explains and prepares for defending attitudes leading to deeper learning;
2. Conceptual change - transformations in the concept that arise from argumentation;
3. Collaboration in creating a new knowledge (self-learning is developed through dialogue with theoreticians;
4. Increasing the articulation - argumentation requires proper formulation of questions and answers.

Collaboration in creating new knowledge through argumentation is possible through various types of dialogue: persuasion, questioning, negotiating, searching for information, reflection and controversy. Kuhn and Udell (2007) emphasize the necessity to perceive the importance of this dual position, which presupposes a deep understanding and proponent of theory and opposing theory, as well as the general purpose of argumentation. Their

research suggests that younger individuals have trouble with coordinating attention on both positions in the argument. Individuals expressing their attitudes are mostly intensely motivated to prove their accuracy and foundation, but often (perhaps because of selective perception) are unaware of the fact that their attitudes "do not hold water". Kuhn (2010) sees the argumentation as a social activity in which volunteer engagement in understanding the other's attitude is being developed. She distinguishes two strategies in the process of integrating evidence during argumentation. These two strategies are: support strategy in which the aim of the evidence is to support its own claims and challenging strategies aimed at challenging the controversial claim in question. Developing criteria for judging arguments is the aim of the theory of argumentation, and on the basis of studying the various arguments theorists Andriessen (2013) says the following:

1. The process of argumentation includes elaboration, detailed exposition, conclusion, and possible implications, and these activities help in more conceptual learning.
2. Students learn the argumentation structure.
3. Productive argumentation is a form of co-operation that can lead to the development of social awareness and the general ability to cooperate.
4. The members of some social group usually use the same traditional patterns of argumentation, thus further developing competent argumentation.

A concise description of the basic characteristics of the argumentation method that differs from the constant communication methods speaks of four features:

1. Duality - two positions that are contradictory;
2. Collaboration - by exchanging relevant evidence supporting each of the theories, discussions are being developed;
3. Productive coping - involves respecting the perspective of the other side and willingness to move their own starting point;
4. The conclusion of the argumentation is based on the assessment of the evidence presented.

The importance of emphasizing the problem of academic communication, especially in this case of the academic argumentation, shows the state of academic practice. It has been proven in a study conducted by Kuhn who tried to determine the ability of individuals to argue properly (Andriessen, 2013, Adler and Rips, 2008). In the research, respondents were expected to state their own attitude towards three issues: 'Why do prisoners return to crime after being released from prison?'; 'What Causes School Failure?' and 'What Causes Unemployment?'. Respondents were to determine their own theories (their own attitudes and opinions) about the problems mentioned, find evidence to support their theories, produce possible counter-measures, and find the theory of objection to these counter-measures. The results show a lack of competence to justify their own theories, and only 16% of the total number of respondents found support to their own theories.

4. PROFESSIONAL AND/OR SOCIAL CONTRIBUTION

The reasons for academic literacy and the impact on the intellectual development of the individual are already sufficiently precise explained. These are sufficient for the purpose of academic communication within education of the future professionals. It has already been mentioned that Boaz and Ashby (2003) define the four dimensions of academic research, where one dimension they see in the necessity of taking into account the contribution to the social environment. Peck McDonald (1994) argues that the purpose of academic communication is to create knowledge and to process the academic communication as a knowledge plant where the individual interest of a person is realized, but through the education of an individual, the social interest of the professional community is also a necessity.

5. ACADEMIC ETHICS

Academic discourse implies ethics. Nevertheless, suspicion, accusation and proof of various forms of academic theft often fill the pages of media not only in Croatia but also in the world. Although imitation is sometimes accepted as a desirable skill (in specific drama forms), viewed through the prism of academic imitation it is a crime. Plagiarism comes from the Latin word *plagarius* meaning robbery or literary theft. Freedman (according to Park, 2003) defines this stealing very strictly and says it is "an attack on ... nothing less than the basic human right to property and identity." Today's ability to reach more and faster access to information over the Internet, as well as the availability of finished academic works, opens the door for easier plagiarism. Caroll (2013) argues that students and teachers do not perceive plagiarism alike and that general criteria should be established, to determine very precise what is and what is not plagiarized and within what limits. Numerous researches presented by Park (2003) show that students consider plagiarism by even minor offense. Plagiarism in academic work is primarily defined as stealing by copying someone else's words or ideas and displaying them as their own without the reference of a source. Park considers that the problem of plagiarism should be viewed in a considerably broader framework of general student cheating. Academic insincerity he observed throughout the list of plagiarisms, including the cheating on the exams, in drawing up tasks, forging information, improper use of resources, taking others' credit, and even manipulating teachers and other academic staff. The importance of this problem Park sees through the results of Sims's research (1993, according to Park, 2003). Sims proved that the students who had cheated during the study showed the tendency of cheating in later professional life. Another survey (Meade, 1992, according to Park, 2003) on a sample of 6000 students of the highest ranked universities in the US showed that 87% of business students, 74% of engineering students, 67% of students of natural sciences and 63% of the students of humanity studies during their study cheated.

Relying on numerous researches of other authors, Park (ibid.) explains reasons for plagiarism as following:
- lack of understanding;

- students consider that they need to be evaluated on the basis of effort and not achieved results;
- poor and unsuccessful time management
- because of one's personal values and lifestyles;
- because of the defiance or the way in which some students report disrespect of authority;
- due to the negative attitude of the student towards the subject or teacher;
- they are not even aware of their act of cheating and reject it as that is what is happening
- because they feel it as a challenge and they are given an opportunity and
- lack of authority.

It is important to note that other factors such as age and maturity of a student, academic ability, social circumstances, personal characteristics and attitudes also play a role in these reasons. Caroll (2013) says that students opt cheating and plagiarized less often if:

- the subject matter is understandable,
- the task is clear and they know exactly what is expected of them and
- they have knowledge of academic literacy.

The problem of plagiarism is growing and in focus and generations that is about are referred to by Stahl (2002, according to Park, 2003) are termed "generations without fear". Straw (2002, according to Park, 2003) calls them 'why not? generation'. Precisely because of that it has been expanded in the academic circles, plagiarism is carefully scrutinized and severely sanctioned. On the other hand, it has to be highlighted that by developing intellectual (cognitive) and emotional (social) skills, individuals learn and accept behaviors that are in line with moral social norms.

EDUCATION FOR BUSINESS AND MANAGEMENT

The next step, after the term of academic communication is determined in details, is to define competences needed for performance of successful management processes in business. Mintzberg (1990) divided managerial roles into three basic groups: interpersonal roles, informational and decision-making roles of a manager. According to Sikavica and Bahtijarević Šiber theorists argued about Mintzberg theory and proposed a connection where basic functions of managment lead to basic managerial roles (figure 2). Interpersonal roles that Mintzberg defines as the key ones are the role od representing, leading and conecting while the informational ones are monitoring, spreading and public speaking. Within the group of decision-making roles Mintzberg finds firs of all the role of being an entrepreneur, removing interference, allocating resources and negotiating.

Figure 2: Relation of managerial functions and managerials roles
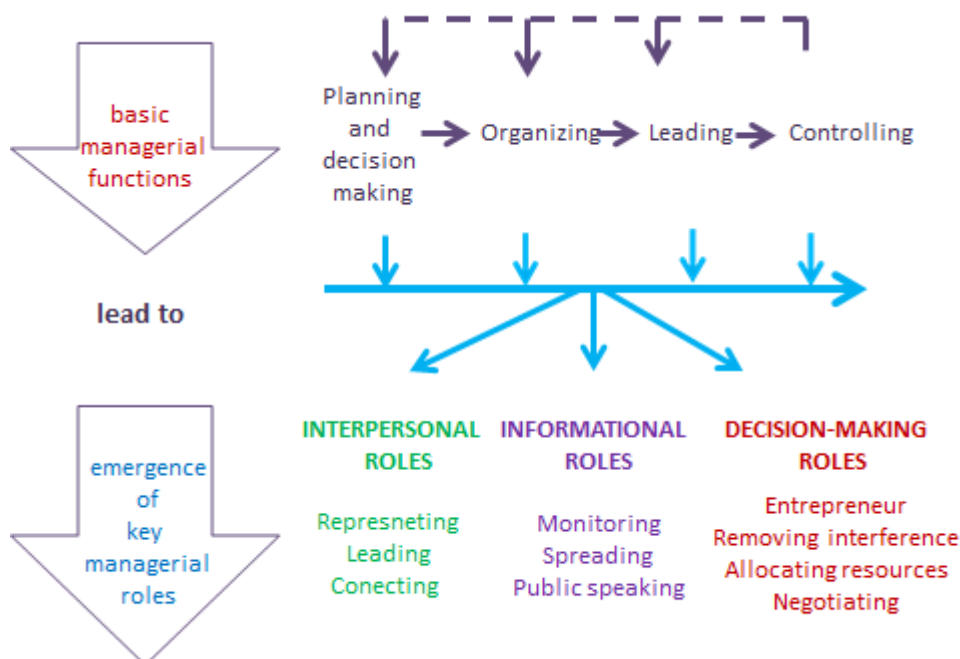
Source: Author according to Sikavica, Bahtijarević-Šiber (2004).

   Investigating key competences of any employee, UNESCO (2016) defined the ones that are basic for business management. According to them key managerial competences are leading and managing changes, strategic thinking, quality decision-making, developing partner relations, leading by empowerment and managing processes. Talking about competences that by definition of Business Dictionary are the clusters of related abilities, commitments, knowledge and skills that enable a person or an organization to act, personal characteristics, traits or personality should be mentioned as well. Goldberg (1990.) created five factor model of personality that is connected with career success. There are two dimensions of career success observed: job satisfaction as intrinsic success and income and occupational status as extrinsic success. Within these 5 personality factors he grouped five basic traits: Extroversion, Emotional stability, Agreeableness, Conscientiousness and Openness to experience. These basic traits consist of adjectives that describe personality. Extroversion is defined by adjectives: social, communicative, active and self-confident while emotional stability is determined by: being stable, calm, self-conscious and relaxed. These two along with the third group Conscientiousness is according to Judge at al. (1999) the most important for career success. Conscientiousness consists of: neat, responsible, organised and ambitious. According to the same authors Agreeableness (adjectives: warm, careful, confidential and cooperative) and Openness to experience (creative, original, intelligent and curious) are as well important as they are linked to developing team work

skills and intellectual development. Goldberg (1990) finds these personality traits representable across all cultures and they remain stable over time. Although some theorists suggested that traits have genetic basis, by practice and education these can be highlighted or developed to higher level.

Business communication is one of the important segment of manager education that is consisted within interpersonal and informational role of the manager. Hagge (1989) defined 7C principles of business communication. According to him business communication needs to be clear, concise, concrete, correct, coherent, complete and courteous. More recently Lamza-Maronić and Glavaš (2008) compressed business communication principles into five: principle of clarity, principle of briefness, principle of content confinement, principle of accuracy and principle of figuration.

DISCUSSION

Long time ago did psychologists Vygotsky and Piaget presented and proved theories in which taking part actively in process of learning is more successful access to learning if compared to passive gathering of knowledge. Academic communication based on previously determined principles leads to creating a persistent conceptual knowledge of a studied area on the one hand and highly developed speech skills on the other. From the presented theories it is noticeable that all aspects of academic style and more than anything developing logical mental processes at evaluating information one develops skills important for decision making processes and by developing specific language structures or expert vernacular skills for informational role of a manger are built. These leads to development of strategic thinking and in business communications satisfies the principles of clarity, principle of briefness, principle of content confinement and principle of figuration. Taking into account necessity of influence at personal traits of a future manager that is in process of education, academic style supports strengthening of mental intelligence, neatness and originality.

As well as any other academic principle, academic objectivity influences at developing more roles and competencies of a manager but most important one is the role of decision making. Traits that are improved by this principle are closely related to management of processes due to the need of having ability very precisely follow the evaluating mental process and logical flow that allows objectivity. The second competency is development of partner relations as persons involved in academic communication need to work together to process the evidences objectively and to find mutual conclusion. Increasing the objectivity leads to greater accuracy in communication and influences development of creativity and emotional stability.

Academic objectivity is inseparable with academic evidence. It might be concluded that both principles influence the same. Decision making process that is based on verifiable evidence is of high quality and minimizes the risk. Manager who is able to communicate on evidences improves relaxation and self-confidence and result with greater presentation and authority. Objectivity

demands accuracy and consistency and insisting on academic objectivity will raise these characteristics of a future manager.

The field of ethics is from the presented findings an area of special focus. Its importance influences every of defined managerial role. Ethical communication improves any interpersonal relationship and brings to higher quality of informational role. Ethics is an inseparable part of decision making process and develops confidentiality and responsibility, consistency, accuracy and kindness.

The last academic principle of professional and social contribution unites the whole academic communication process. As Aristotel defined 'good' as what is useful, the quality of any academic communication depends of the relevance of communicational results. Though the interconnection of this principle could be find at more managerial roles and competencies, one that stands out is a change management. Personality traits that are underlined and improved by trying to communicate based on the contribution of this communication process are curiosity, sociality and ambition as well as consistency and completeness.

CONCLUSION

Basic arguments about the purpose of academic communication differ from those that bring benefits to the individual and those that speak of the well-being of a community in which an individual that is competent for academic communication works. Looking at the contribution from an individual perspective, the purpose of academic communication can include the following:

1. Active participation in learning by technique of research the known facts leads to a longer-lasting knowledge which, when needed, is used easier or better in a new situation or puts in a new structure.
2. Academic work is based on the strategy and respect of the given structure, thus contributing to the development of the ability to find new logical links in the creation of new formal forms.
3. By analyzing content that is an inseparable segment of academic communication, the ability to recognize the essential and prioritize is developed.
4. Academic communication must necessarily contribute to the development of academic congeniality and the creation of habits and behaviors that will continue through ethical conduct of professional activity.
5. By learning the academic methods of communication, cooperation in achieving the goals of both sides is taught and creativity is developed.
6. Academic communication methods and techniques are based on research and thus develop individual's curiosity but also a sense of satisfaction in discovering new facts and research success itself. This contributes to the general motivation of an individual to engage.

The listed points of contribution are correlated with desirable traits and competencies for business and management and it can be concluded that academic communication is an inevitable area of business education.

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