



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Social skills training [N2IBiJ1-BiZK>TUS]

### Course

Field of study

Safety and Quality Engineering

Year/Semester

2/3

Area of study (specialization)

Safety and Crisis Management

Profile of study

general academic

Level of study

second-cycle

Course offered in

Polish

Form of study

part-time

Requirements

elective

### Number of hours

Lecture

0

Laboratory classes

0

Other

0

Tutorials

20

Projects/seminars

10

### Number of credit points

3,00

### Coordinators

dr inż. Rafał Mierzwiak

rafal.mierzwiak@put.poznan.pl

### Lecturers

### Prerequisites

Basic skills in analyzing and seeking information for professional practice. Recognizes the importance of managerial skills as a component of effective functioning in professional and social environments.

### Course objective

The aim of the course is for the student to acquire skills, knowledge and competencies in basic social skills.

### Course-related learning outcomes

Knowledge:

1. The student knows and can describe the principles of the Harvard model of negotiation and knows the basic principles of interpersonal communication during the negotiation process [K2\_W10].
2. The students is able to describe the importance of social skills in the context of their career as a safety engineer [K2\_W11].
3. The student knows the basic methods and techniques of increasing personal effectiveness with particular emphasis on time management techniques in the context of creating entrepreneurial solutions in the field of safety engineering [K2\_W12].

#### Skills:

1. The student is able to adequately argue and justify the actions taken in the field of safety engineering using critically selected facts and concepts from the latest specialized literature [K2\_U01].
2. The student is able to prepare and conduct a training outline on taking account the principles of interpersonal communication and professional standards in safety engineering [K2\_U11].

#### Social competences:

1. The student is critical of his knowledge and skills, and is able to properly draw conclusions from self-diagnosis using the anchor test and the situational leadership test in the context of shaping his social skills [K2\_K01].

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

#### Tutorials:

Test - 51% of the points

Credit essay- 51% of the points

Max 100 points

Grading system:

Points Grade:

0 - 50 Fail (2)

51 - 59 Satisfactory (3)

60 - 69 More than satisfactory but less than good (3+)

70 - 79 Good (4)

80 - 89 Very good (4+)

90 - 100 Excellent (5)

#### Project:

Evaluation of participation in the Harvard debate- max 51% points.

Note prepared by the group participating in the debate (summary of the argument) - max 51% points

Max 100 points.

Grading system:

Points Grade:

0 - 50 Fail (2)

51 - 59 Satisfactory (3)

60 - 69 More than satisfactory but less than good (3+)

70 - 79 Good (4)

80 - 89 Very good (4+)

90 - 100 Excellent (5)

### Programme content

1. Social skills as competencies of a modern employee in a knowledge-based economy.
2. Principles of interpersonal communication in the context of professional and private relations.
3. The principles of negotiation in business and private life.
4. Personal effectiveness - habits of effective action in professional and private contexts.
5. Leadership in organizations - situational leadership model.
6. Elements of time management.
7. The art of public speaking in business.

### Course topics

none

### Teaching methods

#### Tutorials:

Classes will be conducted in a workshop format supplemented by a conversational lecture.

#### Project:

Classes in the form of a project to prepare and conduct a Harvard debate.

### Bibliography

Basic:

1. Bondarowska K., Ziomek J. (2023). Komunikacja interpersonalna i biznesowa. Wybrane zagadnienia. Wydawnictwo Politechniki Poznańskiej.
2. Adler, R. B., Rosenfeld, L. B., Proctor, R. F., & Skoczylas, G. (2016). Relacje interpersonalne: proces porozumiewania się. Dom Wydawniczy REBIS.

Additional:

1. Bond, F.W., Flaxman, P.E. and Livheim, F. (2013). The Mindful and Effective Employee An Acceptance and Commitment Therapy Training Manual for Improving Well-Being and Performance. New Harbinger Publications.
2. Blanchard, K. (2018). Leading at a higher level: Blanchard on leadership and creating high performing organizations. FT Press.
3. Covey, S. R. (2003). 7 nawyków skutecznego działania. Dom Wydawniczy Rebi
4. Covey, S. R. (2021). Zasady skutecznego przywództwa: poznaj mechanizmy efektywnego i twórczego kierowania ludźmi. Dom Wydawniczy Rebis.
5. Drucker, P. F. (2017). Menedżer skuteczny: efektywności można się nauczyć. MT Biznes.
6. Mierzwiak, R., & Więcek-Janka, E. (2015). The analysis of successors' competencies in family enterprises with the use of grey system theory. Grey Systems: Theory and Application, 5 (3), 302-312.

### Breakdown of average student's workload

	Hours	ECTS
Total workload	75	3,00
Classes requiring direct contact with the teacher	30	1,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	45	2,00