



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Training of managerial skills [N2IBiJ1-BiZK>TUM]

### 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

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### 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 managerial 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 managerial 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 managerial skills taking into 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 managerial 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 of the 100 points

Essay- 51% of the possible 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:

Group project of a training outline on a selected managerial skill - 51% of the possible 100 points.

Conducting on the basis of the outline a training sample for a class group - 51% of the possible 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

The course covers the role and responsibilities of managers in modern organizations, with particular focus on communication skills, task delegation, and the application of situational leadership. It explores methods of building high-performing teams, selecting employees and organizational structures in the context of flexibility and effectiveness. An important part of the program is the development of personal effectiveness through cultivating productive habits, applying time management techniques and tools, and maintaining a healthy work–life balance. The course also addresses employee training and development, highlighting the manager's role as a coach and mentor, and emphasizes the importance of competence development in teams as a foundation for building an organization's competitive advantage.

## Course topics

### Lecture

1. Characteristics of a manager in a modern organization - roles, tasks, responsibility.
2. Principles of effective communication between manager and subordinates.
3. Delegation of tasks in the context of the situational leadership model.
4. Building high-performance teams in business - selection of people, tasks and structures in the context of the employee flexibility model.
5. Personal effectiveness of a manager - habits of effective action.

6. Methods, techniques and tools of time management in the work of a manager.
7. Training and development of employees in the work of a manager.

#### Project

1. Introduction to the methodology of training design – objectives, stages, structure
2. Identifying training needs and defining learning objectives
3. Selection of content for the training program
4. Choice of teaching methods and tools supporting learning
5. Designing the course of training – scenario and schedule
6. Preparation of training materials and teaching aids
7. Training evaluation – criteria and methods of assessing outcomes
8. Presentation and defense of training outlines prepared in teams

### Teaching methods

#### Tutorials:

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

#### Project:

Classes will be conducted in the form of implementation of a group project.

### Bibliography

#### Basic:

1. Bondarowska K., Ziomek J. (2023). Komunikacja interpersonalna i biznesowa. Wybrane zagadnienia. Wydawnictwo Politechniki Poznańskiej.
2. Covey, S. R. (2021). Zasady skutecznego przywództwa: poznaj mechanizmy efektywnego i twórczego kierowania ludźmi. Dom Wydawniczy Rebis.
3. Drucker, P. F. (2017). Menedżer skuteczny: efektywności można się nauczyć. MT Biznes.

#### 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 Rebis.
4. 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