



COURSE DESCRIPTION CARD - SYLLABUS

Course name

Interpersonal communication processes in safety and quality engineering [N1lBIJ1>PKlwIBIJ]

Course

Field of study

Safety and Quality Engineering

Year/Semester

2/4

Area of study (specialization)

–

Profile of study

general academic

Level of study

first-cycle

Course offered in

Polish

Form of study

part-time

Requirements

elective

Number of hours

Lecture

9

Laboratory classes

0

Other

0

Tutorials

9

Projects/seminars

9

Number of credit points

4,00

Coordinators

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Lecturers

Prerequisites

The student has basic knowledge of ergonomics and social psychology. The student is able to recognize cause-effect relations in the field of safety engineering and is aware of the significance of interpersonal communication in shaping proper relations in work environment.

Course objective

Explain the process of interpersonal and group communication and its importance in solving security engineering problems. Transfer of knowledge and development of skills regarding the use of various media appropriate to the situation of the work environment, including internal communication tools - to improve work safety.

Course-related learning outcomes

Knowledge:

1. Student knows issues of management and organization in the context of security engineering

[K1_W08]

2. The student knows the principles of creating and developing forms of individual entrepreneurship and problems resulting from the activities of enterprises in the market environment [K1_W13]

Skills:

1. The student is able to properly select the sources and information derived from them, based on them to analyze, synthesize and evaluate communication problems in security engineering [K1_U01]
2. Student is able to see in engineering tasks systemic and non-technical aspects, as well as socio-technical, organizational and economic aspects affecting the need to model specific methods and tools of in-house communication [K1_U03]
3. Student is able to use various research methods to formulate and solve engineering tasks, taking into account modern information and communication tools used in security engineering [K1_U04]
4. The student is able to participate in a debate, to present, using adequate means, a problem falling within the scope of safety engineering [K1_U09]

Social competences:

1. The student is able to initiate actions connected with formulation and transfer of information and cooperation within the society in the field of safety engineering [K1_K05]
2. The student is aware of the responsibility for his own work and is ready to comply with the rules of teamwork and take responsibility for the tasks performed jointly [K1_K07]

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Formative assessment:

Lecture: knowledge is verified through short colloquia after the third and sixth teaching unit (problem tasks) and in the process of project preparation. The pass mark is 50% +1 point.

Exercises: skills and social competences are verified through partial marks, resulting from: work in teams; activity bonuses; solving the problem independently. Pass mark: 50% +1.

Project: social skills and competences are verified through the use of partial grades, resulting from the presentation of the project parts on time. Pass mark: 50% +1.

Summative assessment:

Lecture: knowledge is verified through a written colloquium on basic concepts and problems of interpersonal communication processes in security engineering. Pass mark: 50% +1 point.

Exercises: the average of partial marks. Pass mark: 50% +1 point.

Project: average of partial grades + grade for editing level of the project. Pass mark: 50% +1 point.

Programme content

Interpersonal communication. Complex cognitive processes and everyday communication. Emotional intelligence and social intelligence. Behavioral aspects of communication in occupational safety. Good practices in the area of communication. Elements of self-presentation.

Course topics

Lecture: Models of interpersonal communication process. Model of communication competence in occupational safety. Communication barriers. Complex cognitive processes and everyday communication - how to argue, persuade, lead a discussion. Emotional and social intelligence; emotional processes in communication. Communication in conflict. Behavioral aspects of communication in occupational safety (BBS) with particular emphasis on assertive behavior. Examples of actions (good practices) in the area of interpersonal/group communication affecting the increase of safety level in the company.

Exercises: Developing communication skills. Academic and professional communication. Recognizing one's own communication style. Recognizing communication styles used by others. Secrets of public speaking. Body language. Preparing for a job interview. Aggression in communication. Assertive behavior. Argumentation. Negotiation techniques. Communication in difficult situations.

Project: Preparing a project entitled: Barriers to interpersonal communication at selected workstations - project of change. Guidelines for the project. Editorial requirements. Analysis of theoretical assumptions for the project. Research problem and research questions. Choosing the method and research technique. Implementation of the various stages of the project.

Teaching methods

Lecture: multimedia presentation illustrated with examples, informative lecture, seminar lecture.

Exercises: multimedia presentation illustrated with examples, practical exercises, talk, exposing methods (film, show), panel discussion, simulating expert debates, case study, brainstorming.

Design: ongoing consultations for the project.

Bibliography

Basic:

1. Sadłowska-Wrzesińska J., Znaczenie komunikacji interpersonalnej w procesie kształtowania wysokiej kultury bezpieczeństwa pracy, w: M. Kunasz (red.), BPM vs. HRM, Seria Zarządzanie procesami w teorii i praktyce, Zeszyt nr 4, Szczecin 2016, ss. 95-107.
2. Stankiewicz J., Komunikowanie się w organizacji, Wrocław, 2006.
3. Nęcki Z., Komunikacja międzyludzka, Kraków, Antykwa 2007.
4. Sadłowska-Wrzesińska, Lewicki L. (red.), Podstawy bezpieczeństwa i zdrowia w pracy, Wydawnictwo WSL, Poznań 2018.
5. Nejman Ż., Sadłowska-Wrzesińska J., The use of information and communication technologies in the process of introducing incentive schemes, Business Informatics 4(54), 2019.

Additional:

1. Hamilton Ch., Skuteczna komunikacja w biznesie, PWN, Warszawa 2011.
2. Stewart J., Mosty zamiast murów, PWN, Warszawa 2005.
3. Wojtaszek H., Nejman Ż., Analiza porównawcza kanałów komunikacji, reklamy i public relations na przykładzie przedsiębiorstwa bankowego oraz produkcyjnego. Studium przypadku., [w:] Limański A., Drabik I., Nowe media w reklamie i public relations, Wydawnictwo Wyższej Szkoły Zarządzania Marketingowego i Języków Obcych w Katowicach, Katowice 2014.

Breakdown of average student's workload

	Hours	ECTS
Total workload	100	4,00
Classes requiring direct contact with the teacher	27	1,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	73	3,00