UNIWERSYTET TECHNOLOGICZNO-PRZYRODNICZY
im. Jana i Jędrzeja Śniadeckich w Bydgoszczy

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Multicultural project management

Integrated 1 semester Module for English speaking students

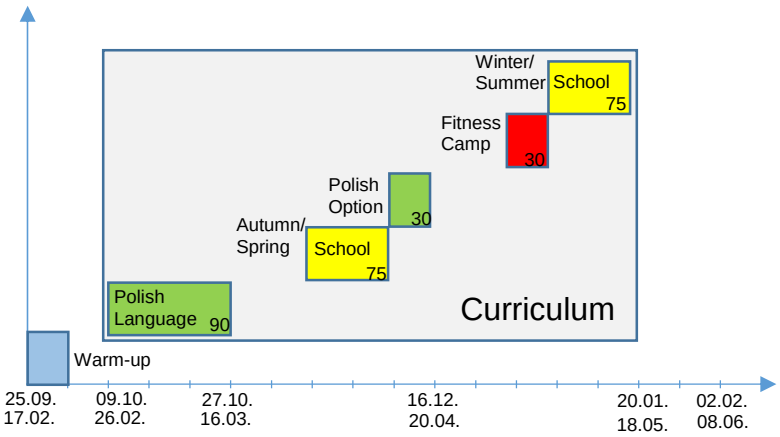
ERASMUS Programme 2017/2018
V0.2.

Subjects

Cybernetic Approach in Project Management	Examination	30 hours	5 ECTS
Administrative Processes in Project Management	Examination	30 hours	5 ECTS
Impact of Cultural Background on our Behaviour	Examination	30 hours	5 ECTS
Human Factor Processes in Multicultural Projects		30 hours	5 ECTS
Case Study-Project Elaboration		30 hours	5 ECTS
Polish Language	Examination	90 hours	5 ECTS
Physical Training		30 hours	0 ECTS
Total		270 hours	30 ECTS

Realisation

Modular, one subject at a time, extensive Polish language block. Example winter/summer semester 2017/2018.



Blue: Warm-up, organization 1 week, no hour limit
Green: Polish base course 90 hours and an Option of 30 hours
Yellow: Two schools each of 30 hours a week,

- Spring School: Cybernetics & Administrative, Case Study-Project Workshops
- Summer School: Impact and Human Factor, Case Study-Project Workshops

Red: Fitness Camp (Physical Training)

1. Cybernetic Approach in Project Management

Code……. **Course item:**

1. INFORMATION ABOUT THE COURSE

A. Basic information

Name of course	***Cybernetic Approach in Project Management***
Study level	*Second stage*
Unit running the study programme	*Faculty of Management*
Study programme	*ERASMUS*
Speciality	*General Management*
Name of teacher (s) and his academic degree	*Dr rer. oec. et Dr-Eng. Bogdan Lent, adjoint Professor UST bogdan.lent@utp.edu.pl*
Introductory courses	*Not required*
Prerequisites	*Capability of reflective thinking.*

B. Semester schedule of classes (block wise)

Semester	Lectures	Classes	Laboratories	Project	Seminars	Field exercises	ECTS
summer	15				15		5

C. Course Outline

Projects dominated our life. Substantial part of GNP is generated from various projects. Yet, their performance offers a vast potential for improvements: only 1/3 today deliver the agreed results on time and within the budgeted costs.
The course Cybernetic Approach in project Management introduces the concept of better project management performance through consequent feedback considerations and decision making. Project management is viewed as a number of dedicated processes in alignment with ISO 21500:2012 standard. Feedbacks on three levels: project, process and human decision taking shall lead to faster deviation detection and better risk management in projects.
Course comprises: The cybernetic concept theory, Intuition training, Basic terms and standards in project management, state-of-the-art in project management, L-Timer project management system introduction, Reflection training on personal project experiences.
The andragogical approach, which addresses specifically the adults' education, focusses on interactive lectures, action learning, individual and group exercises and case studies.

D. Course Aims

The course aims in awaking the intuitive, iterative consideration of project occurrences, process implementations and personal conscious decision making. The acquired skills shall allow students to draw the big picture of their approach to the execution of their projects, both in individual private as well as professional environment, based on permanent feed-backing, rather than sequential procedures.

The course with broad application area trains the deployment of acquired knowledge in practical exercises and case studies. It offers foundations for further research and individual development. Course successful knowledge assimilation is evaluated through active course participation, exercise performance, action learning and case study results with final presentation.

2. EFFECTS OF EDUCATION (acc. to National Qualifications Framework)

Knowledge	*Principles of cybernetics. Project complexity. Awareness of intuitive thinking, iterative consideration of project occurrences, process implementations, feedbacking and personal conscious decision making. Analysis of the problem and synthesis of the procedures to get it solved. Practical exercises and case studies.*
Skills	The aims of the course are as follows: **A1**: *To introduce students to the concept of cybernetics of the first, second and third order.* **A2:** *To train students in developing their intuitive thinking and feed-backing on various levels.* **A3:** *To acquit students with the state-of-the-art in project management methods and techniques.* **A4**: *To develop the capability of individual assessment of a project situation and right action.* **A5**: *To train the critical thinking and decision making.*
Competences	Upon the completion of the course, the student is able to: **LO1**: *Understand and know the various concepts of project management.* **LO2:** *Deploy successfully the cybernetic approach in project management.* **LO3:** *Consciously use own intuition in decision making.* **LO4:** *Apply the cybernetic approach and intuition in various project occurrences.* **LO5:** *Critically evaluate the project courses and choose the appropriate methods to their handling* **LO6:** *Elaborate personal attitude towards project management and further research issues.*

3. TEACHING METHODS

Multimedia lectures and exercises. Students own elaboration of analysis and conclusions. Reflection and analysis of own experiences.

4. ASSESSMENT TOOLS

FORMATIVE	TESTING
F1. *Student feedback during the course*	**P1**. *Workshop and exercise performance*
F2. *Students action learning*	**P2.** *Action learning results*
F3. *Students self-assessment*	**P3.** *Action learning results presentation*
CREDITS	
Evaluation in Bloom's Taxonomy K1–K5 in notes	*2.0-5.0*
Examination passing criterion	*min. 3.0*

5. CONTENT AND PROGRAMME

No.	Topics	Description of the contents	Form	Number of hours
1.	Introduction, processes	*Goal and Aims of this subject; Process as basic element of project management, definition of a process, application processes, project management processes, Action learning team building*	L, W	2 4
2.	Complexity in projects, linear and non-linear systems	*Definition of a complexity, Gell-Mann model, static and dynamic complexity, linearity, linear and non-linear systems*	L, W	2 2
3.	Theory of Cybernetics,	*Wiener and von Foerster cybernetics, human decision process, cybernetics in project management*	L, W	2 2
4.	Project Management Methods	*ISO 21500:2012, PMI (PMBOK), IPMA, CMMI, ITIL,PRINCE2, HERMES standards and methods, strengths and weaknesses*	L, W	1, 2
5.	Knowledge areas in project management	*IQ, EQ and SQ intelligence, impact of uncertainties, risk handling, intuition*	L, W	1, 2
6.	Positive and negative feedback loops	*Cybernetic model of positive and negative feedback loops, Kinicki model, L-Timer project management system, positive and negative feedback orientation in project management processes*	L, W	2 4
7.	Action learning results, students' questions and feedback	*Presentation of teams results, evaluation of the assessments and conclusions, open issues, students' questions and feedback.*	W	4

6. READINGS

Basic readings	• Lent B., *Cybernetic Approach to Project Management,* Springer: Berlin, New York, 2013. • Lent B., Leader, Manager, Expert. The Project Management System, AON: Warszawa, 2011. • ISO., ISO 21500:2012, Guidance on Project Management, ISO: Geneva, 2012.
Selected recommended readings	• Wiener N.,. Cybernetics or Control and Communication in the Animal and in the Machine, MIT Press: Cambridge, 1948/1961 • Wysocki R., Executive Guide to the Project Management: Organizational Processes and Practices for Supporting Complex Projects. Wiley: Hoboken, 2011 • Waldrop MM., Complexity, the Emerging Sciene at the edge of Order and Chaos, Schuster Paperbacks, New York, 1992 • Von Foerster H Understanding Understanding, Esseys on Cybernetics and Cognition. Springer: New York, 2002 • PMI, A Guide to the Project Management Body of Knowledge: PMBOK guide, 5th Edition, PMI: Newton Square, 2013 •

2. Administrative Processes in Project Management

Code……. **Course item:**

1. INFORMATION ABOUT THE COURSE

A. Basic information

Name of course	***Administrative Processes in Project Management***
Study level	*Second stage*
Unit running the study programme	*Faculty of Management*
Study programme	*ERASMUS*
Speciality	*General Management*
Name of teacher (s) and his academic degree	*Dr rer. oec. et Dr-Eng. Bogdan Lent, adjoint Professor UST* *bogdan.lent@utp.edu.pl* *assistant* *assistant. assistant @utp.edu.pl*
Introductory courses	*Cybernetic Approach in Project Management*
Prerequisites	*Capability of reflective thinking.*

B. Semester schedule of classes (block wise)

Semester	Lectures	Classes	Laboratories	Project	Seminars	Field exercises	ECTS
summer	10				20		5

C. Course Outline

Projects dominated our life. Substantial part of GNP is generated from various projects. Yet, their performance offers a vast potential for improvements: only 1/3 today deliver the agreed results on time and within the budgeted costs.

The course Administrative Processes in Management builds on the cybernetic approach to project management and a notion of a process as a distinctive grouping of the project management activities. Twelve processes, in which the project administration is encompassed, are thoroughly presented. Suitable methods and techniques are thoroughly evaluated and exercised. Special attention is dedicated to project business case elaboration and project governance. Wherever suitable a reference to the ISO 21500:2012 standard is provided.

The andragogical approach, which addresses specifically the adults' education, focusses on interactive lectures, individual and group exercises, and case studies.

D. Course Aims

The course shall provide a comprehensive and complete knowledge about the project administration. The mental model of L-Timer shall facilitate the understanding of the project administrative processes, their sequence and cybernetic feedbacks.

Students shall be able to identify all relevant administrative project management processes in an endeavor, plan them, execute, and manage the project deliverables production. Special attention is given to the acquired skills in project business case and project governance elaboration.

The acquired knowledge will be settled in workshops, practical exercises and case studies. It offers foundations for further research and individual development. Course successful knowledge assimilation is evaluated through active course participation, exercise performance and case study results.

2. EFFECTS OF EDUCATION (acc. to National Qualifications Framework)

Knowledge	*Principles of cybernetics. Project complexity. Awareness of intuitive thinking, iterative consideration of project occurrences, process implementations, feedbacking and personal conscious decision making. Analysis of the problem and synthesis of the procedures to get it solved. Practical exercises and case studies.*
Skills	The aims of the course are as follows: **A1**: *To make students acquainted with project management administration* **A2:** *To train students in developing their capability to conceive, plan and control the execution of the processes.* **A3:** *To develop the capability to elaborate a project business case and project governance* **A4**: *To develop the capability of selecting the appropriate method and technique upon need.* **A5**: *To train the critical thinking and continuous process improvement.*
Competences	Upon the completion of the course, the student is able to: **LO1**: *Understand and know the project management administrative processes.* **LO2:** *Develop and critically assess the project business case.* **LO3:** *Elaborate the user and sponsor oriented project governance.* **LO4:** *Apply the cybernetic approach in project management processes.* **LO5:** *Critically evaluate the project courses and choose the appropriate methods to their handling* **LO6:** *Elaborate personal attitude towards project management and further research issues.*

3. TEACHING METHODS

Multimedia lectures and exercises. Students own elaboration of analysis and conclusions. Reflection and analysis of own experiences.

4. ASSESSMENT TOOLS

FORMATIVE	TESTING
F1. *Student feedback during the course*	**P1**. *Workshop and exercise performance*
F2. *Students action learning*	**P2.** *Action learning results*
F3. *Students self-assessment*	**P3.** *Action learning results presentation*
CREDITS	
Evaluation in Bloom's Taxonomy K1–K5 in notes	*2.0-5.0*
Examination passing criterion	*min. 3.0*

5. CONTENT AND PROGRAMME

No.	Topics	Description of the contents	Form	Number of hours
1.	Introduction, L-Timer, P&S, Selection of Processes for Team Elaboration	*Goal and Aims of this subject; L-Timer mental model, administrative processes, Choice of Processes for Team Elabora-tion; Planning & Scheduling Process, Business Case, Tangible and intangible costs and benefits; ROM Estimations; budgeting techniques; Rubicon 4-Phases-Meta-Model; Project Elaboration Appro-ach; Elicitation of Business Requirements; Methods of enterprise analysis; Methods of business require-ments' analysis; BABOK® recommend-dations; Application Examples, COCOMO@II, Beta estimations; PERT, Gantt diagrams*	L, W	2 6
2.	Organization Management	*Organisation Management, ISO 21500 :2012 Project Stakeholder Model; Identifi-cation of project stakeholders; Classifi-cation of stakeholders; Development of the stakeholder approach and manage-ment; Communication with stake-holders; Resource planning; Role description*	L, W	2 2
3.	Procurement Management	*Procurement Process; ISO 21500:2012 related processes; Quality criterion in procurement planning; Procurement plan; WTO tendering procedures; Technical Specification; Award Algorithm; Evaluation Scales; Contract components;*	L, W	2 2
4.	Earned Value Management, Quality Management, Problem Management	*Earned Value Management; Process goal; Iron triangle controlling; Earned Value Analysis, Critical Factor; Milestone trend analysis; Cost management.*	L, W	2 2

5.	Risk Management, Change Management, Integration Management, Knowledge Management, Documentation Management,	*Risk management process; Risk analysis methods; Risk assessment and countermeasures; Methods of countermeasures evaluation; Change management process; Change decisions; Integration management; Three dimensions of integration; Knowledge management; Governance in Project; Customer and Sponsor derived project governance elaboration; Documentation management.*	L, W	2 4
6.	Balanced Scorecard	*Balanced Score Card process; Goals and BSC perspectives; Elaboration of the project BSC*	W	2
7.	Team work results, students' questions and feedback	*Presentation of teams results, evaluation of the assessments and conclusions, open issues, students' questions and feedback.*	W	4

6. READINGS

Basic readings	• Lent B., *Cybernetic Approach to Project Management,* Springer: Berlin, New York, 2013. • Lent B., Leader, Manager, Expert. The Project Management System, AON: Warszawa, 2011. • ISO., ISO 21500:2012, Guidance on Project Management, ISO: Geneva, 2012.
Selected recommended readings	• Graham DT., Harvey CR., How do CFOs make capital budgeting and capital structure decisions?,J.Appl. Corp. Financing 15(1) Wiley, San Francisco, 2002. • Daft RL., Organization Theory and Design, S_W Cengage Learning: Mason, 2009. • PMI, A Guide to the Project Management Body of Knowledge: PMBOK guide, 5th Edition, PMI: Newton Square, 2013.

3. Culture and Behaviour

Code……. **Course item:**

1. INFORMATION ABOUT THE COURSE

A. Basic information

Name of course	***Culture and Behaviour***
Study level	*Second stage*
Unit running the study programme	*Faculty of Management*
Study programme	*ERASMUS*
Speciality	*General Management*
Name of teacher (s) and his academic degree	*Dr rer. oec. et Dr-Eng. Bogdan Lent, adjoint Professor UST* *bogdan.lent@utp.edu.pl* *assistant* *assistant. assistant @utp.edu.pl*
Introductory courses	*Not required*
Prerequisites	*Capability of reflective thinking.*

B. Semester schedule of classes (block wise)

Semester	Lectures	Classes	Laboratories	Project	Seminars	Field exercises	ECTS
summer	12				18		5

C. Course Outline

Humans have been trying to understand, predict and control each other behaviors since the very beginning of mankind. A variety of sciences, such diverse as evolutionary biology, anthropology, sociology, human factors and ergonomics or systems engineering, among others, provide analytical frames and tools that enable it.

The Culture and Behavior course, covers the influence of socio-cultural and collective psychological factors on various levels of human behaviors, from cognitive to psychomotor domains. The perspective taken in investigating subject matter is human-system interaction in multicultural contexts.

To provide for the best results, the course is divided into four modules: 1. Theory and methods of analyzing cultural influence on behavior, 2. Culture and behavior on the individual level, 3. Cultural aspects of groups, institutions and systems in security and defense context and 4. Application, perspectives, controversies.

The course is based on hands-on approach, live interaction and blended learning that focus on integration of various perspectives on the issue with interdisciplinary expertise.

D. Course Aims

The purpose of the course is to provide an innovative analytical frame of understanding and forecasting human behaviors, in particular in multicultural contexts. All the skills and knowledge acquired during the lectures, seminars and exercises within the subject have a wide, practical application to both research and professional activities of students, in a variety of disciplines.

The course is based on hands-on approach, live interaction and blended learning that focus on integration of various perspectives on the issue with interdisciplinary expertise. It focuses on practical skills and application of gained knowledge. Part of the course is performed through the Advanced Distributed Learning Labs Virtual Classrooms, field work and meetings with experts on the matter. The results of students research are integrated into an individual, final research project and passing of group activities.

2. **EFFECTS OF EDUCATION** (acc. to National Qualifications Framework)

Knowledge	*The influence of socio-cultural and collective psychological factors on various levels of human behaviors. Human-system interaction in multicultural contexts. Theory and methods of analyzing cultural influence on behavior. Culture and behavior on the individual level. Cultural aspects of groups, institutions and systems in multicultural context. Application, perspectives, controversies.*
Skills	The aims of the course are as follows: **A1**: *To present the state-of the art knowledge on factors that shape individual and collective human behaviors.* **A2:** *To provide the students with a variety of methods and tools from different disciplines to perform cross-cultural analysis of behaviors in various circumstances.* **A3:** *To present the state of knowledge on cultural influence on both individual and collective behaviors in multicultural realms.* **A4**: *To promote and train interdisciplinary research skills.* **A5**: *To train and develop creative problem-solving and critical thinking skills.* **A6**: *To provide the participants with a critical insight into the perspectives, ethics and controversies of the subject matter.*
Competences	Upon the completion of the course, the student is able to: **LO1**: *Understand the factors that shape human behaviors, in general and in multicultural contexts.* **LO2:** *Investigate cultural patterns and their influence on mind, body and behavior of individuals and groups.* **LO3:** *Choose properly from a variety of methods from different disciplines to perform cross-cultural analysis of behaviors in various circumstances.* **LO4:** *Apply cultural analysis to predict individual and group behaviors and potential issues of human-system interactions.* **LO5:** *Prepare creative problem-solving concepts and prognoses of the outcomes of national security cultures interactions.* **LO6:** *Explore practical and innovative applications of cross-cultural analysis of behaviors in security and defense contexts.*

3. TEACHING METHODS

Multimedia lectures and exercises. Students own elaboration of analysis and conclusions. Reflection and analysis of own experiences.

4. ASSESSMENT TOOLS

FORMATIVE	TESTING
F1. *Own research work*	**P1**. *In-class activities*
F2. *Assessment of theoretical preparation*	**P2.** *Knowledge assessment during practical tasks, also at the ADL platform*
F3. *Assessment of practical skills*	**P3.** *Final project assessment*
CREDITS	
Evaluation in Bloom's Taxonomy K1–K5 in notes	*2.0-5.0*
Examination passing criterion	*min. 3.0*

5. CONTENT AND PROGRAMME

No.	Topics	Description of the contents	Form	Number of hours
1.	Theory and methods of analysing cultural influence on behaviour	*Introduction to the course (L). The origins of human behaviours: biology, society, environment and other factors (Ex). Culture essentials (L). Mind, body, culture and behaviour: relations and influences (Ex). Behaviour forecasting methods and tools (Ex)*	L, W	4 6
2.	Culture and behavior at the individual level	*Cross-cultural psychology, psychiatry and neuroanthropology (L). Cultural analysis in human-system interactions (Ex). Influencing human behavior. From motivation to manipulation. (L)*	L, W	4 2
3.	Cultural aspects of groups, institutions and systems in multicultural context	*Strategic culture and state behaviors (L). Cross-cultural crowd and group behavior psychology (Ex). Culture and the military: from Human Domain to PSYOPS (L)*	L, W	4 2
4.	Application, perspectives, controversies	*Issues, perspectives, controversies (Ex)* *14. Culture and behavior in the cyber world (Ex)* *13. Research results presentation (Ex). Summary of the course (Ex)*	L, W	0 8

6. READINGS

Basic readings	• Matsumoto, David and Linda Yuang. Culture and Psychology. Wadsworth: New York, 2007. • Minkov, Michael. Cross-Cultural Analysis: The Science and Art of Comparing the World's Modern Societies and Their Cultures. Sage: London, 2013. • Salvendy, Gavriel. Handbook of Human Factors and Ergonomics. JW&S: Hoboken, 2013. • Zastrov, Charles. Understanding Human Behavior and Social Environment. Brooks/Cole: Belmont, 2012
Selected recommended readings	• Aghop Der-Karabetian, Christopher T.H. Liang, Glenn C. Gams. Handbook of Multicultural Measures. Sage Publications Inc: Black Oaks, 2011 • Barnard, Alan i Johnatan Spencer. Encyclopedia of Social and Cultural Anthropology. Routledge: London and New York, 2002 • Kim, Jiyul. Cultural Dimensions of Strategy and Policy. US Army War College: Carlisle, 2010 • Pinker, Stephen. The Blank Slate: The Modern Denial of Human Nature. Penguin Books: New York, 2003 • MIT Encyclopedia of cognitive sciences. MIT Press: Cambride, 2001 • Sapolsky, Bob. Human Behavioral Biology. Stanford University Lecture Series, 2014. https://www.youtube.com/playlist?list=PL848F2368C90DDC3D

4. Human Factor Processes in Project Management

Code……. **Course item:**

1. INFORMATION ABOUT THE COURSE

A. Basic information

Name of course	***Human Factor Processes in Project Management***
Study level	*Second stage*
Unit running the study programme	*Faculty of Management*
Study programme	*ERASMUS*
Speciality	*General Management*
Name of teacher (s) and his academic degree	*Dr rer. oec. et Dr-Eng. Bogdan Lent, adjoint Professor UST* *bogdan.lent@utp.edu.pl* *assistant* *assistant. assistant @utp.edu.pl*
Introductory courses	*Cybernetic Approach in Project Management* *Culture and Behaviour*
Prerequisites	*Capability of reflective thinking.*

B. Semester schedule of classes (block wise)

Semester	Lectures	Classes	Laboratories	Project	Seminars	Field exercises	ECTS
summer	10				20		5

C. Course Outline

Main reason, why projects fail, is attributed to the human factor. It is underestimated in many project management approaches leading to wrong project structuring and to the project management, doomed to fail.
This course on Human Factor Processes in Management is part of the cybernetic approach to project management and builds on knowledge acquired by students in Culture and Behavior subject. It views the human factor management in project through six processes, equally treated as the other twelve administrative processes. Suitable methods and techniques are thoroughly evaluated and exercised. In particular the Self-Management (Work & Life Balance) is considered as important in projects as any other process.
The andragogical approach, which addresses specifically the adults' education, focusses on interactive lectures, individual and group exercises, and case studies.

D. Course Aims

The course shall provide a comprehensive and complete knowledge about the human factor in projects. The mental model of L-Timer applies also here.
Students shall be able to identify all relevant human factor project management processes in an endeavor, plan them, execute, and manage them in a way, which is beneficial to the project.
The acquired knowledge will be settled in workshops, practical exercises and case studies. It offers foundations for further research and individual development. Course successful knowledge assimilation is evaluated through active course participation, exercise performance and case study results.

2. EFFECTS OF EDUCATION (acc. to National Qualifications Framework)

Knowledge	*A comprehensive and complete knowledge about the human factor in projects. Ability to identify all relevant human factor project management processes in an endeavor, plan them, execute, and manage them in a way, which is beneficial to the project. Awareness about the role of the Self-Management (Work & Life Balance) in project fate.*
Skills	The aims of the course are as follows: **A1:** *To make students acquainted with the human factor in the project management* **A2:** *To induce the thinking of human factor management in terms of processes* **A3:** *To train students in developing their capability to conceive, plan and control the execution of the human factor processes.* **A4:** *To develop the capability of selecting the appropriate method and technique upon need.* **A5:** *To improve the sensibility for the empathy, self-management and leadership qualities.* **A6:** *To train the critical thinking and continuous process improvement.*
Competences	Upon the completion of the course, the student is able to: **LO1:** *Understand and know the project management processes focused on human factor.* **LO2:** *Assess the abilities and suitability of candidates for project roles* **LO3:** *Plan and manage the project team dynamics* **LO4:** *Apply successfully the conflict management methods* **LO5:** *Recognize and deploy successfully the nonverbal and verbal communication.* **LO6:** *Define own goals and successful time management to reach them.* **LO7:** *Identify the own preferred leadership style and the one needed in a project. Apply consciously.* **LO8:** *Critically evaluate the project courses and choose the appropriate methods to their handling* **LO9:** *Elaborate personal attitude towards project management and further research issues..*

3. TEACHING METHODS

Multimedia lectures and exercises. Students own elaboration of analysis and conclusions. Reflection and analysis of own experiences.

4. ASSESSMENT TOOLS

FORMATIVE	TESTING
F1. *Student feedback during the course*	**P1**. *Workshop and exercise performance*
F2. *Student's strategies & communication plan.*	**P2.** *Team work results in workshops*
F3. *Students self-assessment*	**P3.** *Performance in scenarios' execution*
CREDITS	
Evaluation in Bloom's Taxonomy K1–K5 in notes	*2.0-5.0*
Subject passing criterion	*min. 3.0*

5. CONTENT AND PROGRAMME

No.	Topics	Description of the contents	Form	Number of hours
1.	Leadership	*Leadership; Personality of a leader; Goal oriented management; Motivation, challenges in projects*	L W	2 2
2.	Human Resource Management, Team Management	*Human Resource Management Process; Personal needs (Herzberg, Maslow), Myers-Briggs Type Inventory, formal and informal roles (Belbin), management styles; Team Management Process; Team Dynamics.*	L W	2 4
3.	Communication	*Communication principles (sender, receiver); Communication methods; Perception types; Verbal and non-verbal communication; Transaction analysis TA*	L W	2 4
4.	Conflict Management	*Conflict management process; Conflict definition; Conflict sources and symptoms, PACTAR approach; Conflict solution process; Strategies and styles; Conflict prevention; Crisis.*	L W	2 2
5.	Self-management (Work & Life Balance)	*Personal resources, work & life balance, identification of own resources, personal value system, goal identification, priorities, own time management, case study*	L, W	2 6
7.	Course summary, students questions and feedback	*Conclusions, open issues, students' questions and feedback.*	W	2

6. READINGS

Basic readings	• Lent B., *Cybernetic Approach to Project Management,* Springer: Berlin, New York, 2013. • Lent B., Leader, Manager, Expert. The Project Management System, AON: Warszawa, 2011. • ISO., ISO 21500:2012, Guidance on Project Management, ISO: Geneva, 2012.
Selected recommended readings	• Avolio BJ.,Zhu W.,Koh W.,Bhatia P., Transformational Leadership and Organizational commitment: mediating role of psychological empowerments and moderating role of structural distance, ,J.Organ. Behavior. 25 Wiley, New York, 2004. • Best KC., Holistic Leaderhip: a Model for Leader-Member Engagement and Development, J Value Based Leadership 4(1), Winter/Spring 2011, Valparaiso University, Valparaiso 2013. • Hersey P., Blanchard KH., Johnson DE., Management of Organizational Behavior: Leading Human Resources, Prentice Hall: Englewood Cliffs, 2007. • Seiler S., Lent B., Pinkowska M., Pinazza M., An Integrated Model of Factors Influencing Project Manager's Motivation – Findings from a Swiss Survey, Int J Project Management 20(1), Jan 2012, Elsevier: London, 2012 • Wong Z., Human Factors in Project Management: Concepts, Tools and Techniques for Inspiring Teamwork and Motivation, Wiley: San Francisco, 2007

5. Case Study: Project Elaboration

Code……. **Course item:**

1. INFORMATION ABOUT THE COURSE

A. Basic information

Name of course	***Case Study: Project Elaboration***
Study level	*Second stage*
Unit running the study programme	*Faculty of Management*
Study programme	*ERASMUS*
Speciality	*General Management*
Name of teacher (s) and his academic degree	*Dr rer. oec. et Dr-Eng. Bogdan Lent, adjoint Professor UST* *bogdan.lent@utp.edu.pl* *assistant* *assistant. assistant @utp.edu.pl*
Introductory courses	*Cybernetic Approach in Project Management* *Culture and Behaviour* *Human Factor Processes in Project Management*
Prerequisites	*Capability of reflective thinking.*

B. Semester schedule of classes (block wise)

Semester	Lectures	Classes	Laboratories	Project	Seminars	Field exercises	ECTS
summer					30		5

C. Course Outline

Project approach taught at the University of Science and Technology differs from common approach by putting forward the concepts of cybernetics, processes and in particular human factor processes and by self-management process as a specialty.
The course Case Study: Project Elaboration targets the practical verification of the acquired knowledge in the predecessor courses in the module Multicultural Project Management.
Course comprises: Selection of the endeavor meeting the characteristics of a project, project planning and scheduling, roles, project execution, project controlling, and human factor process management, delivery of the project results, reflections and feedback.
The approach base on four workshops, team project realization and evaluation workshop.

D. Course Aims

The course aims in practical verification of the acquired knowledge and stimulation of the self-reflection. Trained are systematic action in projects, execution of the project management processes and their evaluation.
Course offers foundations for further research and individual development. Course successful knowledge assimilation is evaluated through active workshop participation, project performance, project results, self-reflection and final presentation.

2. EFFECTS OF EDUCATION (acc. to National Qualifications Framework)

Knowledge	*Systemic action in projects, execution of the project management processes and their evaluation. Verification of the acquired knowledge and stimulation of the self-reflection. Awareness of the foundations for further research and individual development*
Skills	The aims of the course are as follows: **A1:** *To let students in a controlled way conceive, plan and execute certain project.* **A2:** *To train students in executing the project management processes.* **A3:** *To train students in cybernetic project management approach with feedback loops.* **A4:** *To develop the capability of individual assessment of a project situation and right action.* **A5:** *To train the critical thinking and decision making.* **A6:** *To encourage the personal self-reflection and meta-cognition*
Competences	Upon the completion of the course, the student is able to: **LO1:** *Evaluate the Endeavor and to conceive the project.* **LO2:** *Deploy successfully in practice the cybernetic approach in project management.* **LO3:** *Plan, execute and control all the project management processes and the project course.* **LO4:** *Choose and apply the suitable project management methods and techniques.* **LO5:** *Critically evaluate the project and choose the appropriate corrections if necessary* **LO6:** *Elaborate personal attitude towards project management and further research issues.* **LO7:** *Think critically in self-assessment and develop the meta-cognition capability*

3. TEACHING METHODS

Multimedia lectures and exercises. Students own elaboration of analysis and conclusions. Reflection and analysis of own experiences.

4. ASSESSMENT TOOLS

FORMATIVE	TESTING
F1. *Student feedback during the workshops*	**P1**. *Workshop performance*
F2. *Students project and processes' planning*	**P2.** *Project results*
F3. *Students self-assessment*	**P3.** *Project results presentation& meta-cognition*
CREDITS	
Evaluation in Bloom's Taxonomy K1–K5 in notes	*2.0-5.0*
Course passing criterion	*min. 3.0*

5. CONTENT AND PROGRAMME

No.	Topics	Description of the contents	Form	Number of hours
1.	Endeavour selection, Project formulation and Planning, Governance	*Goal and Aims of this subject; When Endeavour is a project? Project and Product Structuring. Project organisation and planning. Change Management process. Governance*	W	4
2.	Evaluation of the project progress	*Application of the Earned Value Analysis, Quality, Problem and Risk Management in Project; Change management results*	W	4
3.	Project Reporting, Human Factor in Project	*Project Repport content; Estimation of the HRM-Process results; Feedback on Communication and Conflict Management*	W	4
4.	Project Reporting, Leadership and Self-Management	*Project Reporting; Challenges in project, evaluation of leadership, self-management issues*	W	4
5.	Project Execution	*Doing a project, finalizing the products*	W	8
6.	Project results, students' questions and feedback	*Presentation of the project results, Presentation of the processes evaluation, open issues, students' questions and feedback*	W	6
7.	Action learning results, students' questions and feedback	*Presentation of teams results, evaluation of the assessments and conclusions, open issues, students' questions and feedback.*	W	4

6. **READINGS**

Basic readings	• Lent B., *Cybernetic Approach to Project Management,* Springer: Berlin, New York, 2013. • Lent B., Leader, Manager, Expert. The Project Management System, AON: Warszawa, 2011. • ISO., ISO 21500:2012, Guidance on Project Management, ISO: Geneva, 2012.
Selected recommended readings	• Philips J.,. IT Project Management: On Track from the Start to Finish, 3rd Edn, McGraw-Hill: New York, 2010 • Kaplan S., Norton DP, The Balanced Scorecard – measures to Drive Performance, Harvard Business Review 70 (1): Boston, 1992

6. Foreign Language Polish I

Code……. **Course item:**

1. INFORMATION ABOUT THE COURSE

A. Basic information

Name of course	***Foreign Language Polish I***
Study level	*Second stage*
Unit running the study programme	*Faculty of Management*
Study programme	*ERASMUS*
Speciality	*General Management*
Name of teacher (s) and his academic degree	*Lector UTP, to be defined*
Introductory courses	*Not required*
Prerequisites	*Prerequisites: language assessment test, language certificates.*
Restriction	*Max 14 students in the group*

B. Semester schedule of classes (block wise)

Semester	Lectures	Classes	Laboratories	Project	Seminars	Field exercises	ECTS
summer					90		5

C. Course Outline

Mulitcultural project management comprises also attempts to master at the basic level (A1/A2) th communication in the non-host environment. The course trains the students in basic rules of pronunciation and intonation, basic grammar and linguistic structures. Typical daily life situations are elaborated.

D. Course Aims

The course aims in assuring the ability of basic communication in Polish in daily situations. Basics of grammar, pronunciation and intonation are trained.

2. EFFECTS OF EDUCATION (acc. to National Qualifications Framework)

Knowledge	*Ability to communicate in Polish in daily situations. Basic knowledge of grammar, pronunciation and intonation are trained.*
Skills	The aims of the course are as follows: **A1**: *To introduce students to the basic Polish language pronunciation and intonation* **A2:** *To introduce students to the language structures and grammar.* **A3:** *To train the students to communication in daily situations.*
Competences	Upon the completion of the course, the student is able to: **LO1**: *Understand and know the basic Polish language pronunciation and intonation.* LO2: *Understand and know the basic Polish language structures and grammar* LO3: Apply the acquired knowledge in daily situations LO5: Master the basic understanding and communication in Polish

3. TEACHING METHODS

Multimedia lectures and exercises. Students own elaboration of analysis and conclusions. Reflection and analysis of own experiences.

4. ASSESSMENT TOOLS

FORMATIVE	TESTING
F1. *Student feedback during the course*	**P1**. *Homework performance*
	P2. *Periodic tests*
	P3. *Final examination*
CREDITS	
Evaluation in Bloom's Taxonomy K1–K5 in notes	*2.0-5.0*
Examination passing criterion	*min. 3.0*

5. CONTENT AND PROGRAMME

No.	Topics	Description of the contents	Form	Number of hours
1.	Pronunciation and intonation	*basic rules of pronunciation and intonation;*	W	
2.	Everyday situation in Polish language	*basic language skills for simple everyday life situations, e.g. meeting new people, shopping, at a restaurant, telephoning, getting information, travelling, at a doctor's, meeting friends, etc.*	W	
3.	Basic vocabulary	*Basic vocabulary concerning the above situations*	W	
4.	Structure of the Polish language	*basic information on the structure of the Polish language*	W	

6. READINGS

Basic readings	• Burkat A., Jasińska A., Hura!!! Po polsku? (1 i 2), • Burkat A., Jasińska A., Gramatyka języka polskiego dla cudzoziemców, • Burkat A., Jasińska A., Odkrywamy język polski, • Galyga D., Ach, ten jezyk polski, • Ilustrowany słownik podstawowy języka polskiego dla cudzoziemców • TV programme "Uczymy się po polsku" („We learn Polish")
Selected recommended readings	• none

7. Physical Education

Code……. **Course item:**

1. INFORMATION ABOUT THE COURSE

A. Basic information

Name of course	***Physical Education***
Study level	*Second stage*
Unit running the study programme	*Faculty of Management*
Study programme	*ERASMUS*
Speciality	*General Management*
Name of teacher (s) and his academic degree	*Trainer UTP. To be defined.*
Introductory courses	*Not required*
Prerequisites	*Fitness*

B. Semester schedule of classes (block wise)

Semester	Lectures	Classes	Laboratories	Project	Seminars	Field exercises	ECTS
summer						30	0

C. Course Outline

Heathy and active lifestyle impacts human perception capability and long term performance. Understanding the impact and developing the motor features (strength, speed, endurance, suppleness, agility and motor coordination) up to a good level of the motor efficiency and motor skills are targeted in this course.

D. Course Aims

The objectives of physical education classes are: maintenance and improvement fitness; encouraging students to lead a heathy and active lifestyle; understanding the importance of the influence of physical exercises on the body of the man, on health and psychophysical recuperation; preparing for the participation in the physical culture and shaping positive habits for conscious and systematic performing motor exercises; developing motor features (strength, speed, endurance, suppleness, agility and motor coordination) and achieving a good level of the motor efficiency and motor skills which are essential to make fitness tests.

2. EFFECTS OF EDUCATION (acc. to National Qualifications Framework)

Knowledge	*Understanding the importance of the influence of physical exercises on the body of the man, on health and psychophysical recuperation. Conscious approach towards the participation in the physical culture and positive habits for conscious and systematic performing of motor exercises.*
Skills	The aims of the course are as follows: **A1**: *To introduce students to the role of physical exercises on the body of the man, on health and psychophysical recuperation.* **A2:** *Developing in students conscious approach towards the participation in the physical culture.* **A3:** *Developing in students positive habits for conscious and systematic performing of motor exercises*
Competences	Upon the completion of the course, the student is able to: **LO1**: *To maintain and improve own fitness.*

3. TEACHING METHODS

Exercises, Camp if feasible

4. ASSESSMENT TOOLS

FORMATIVE	**TESTING**
F1. *Student feedback during the course*	**P1**. *Students active participation in exercises*
	P2. *Fitness tests*
CREDITS	
Evaluation without notes	*Passed or not passed*
Subject passing criterion	*Passed tests*

5. CONTENT AND PROGRAMME

No.	Topics	Description of the contents	Form	Number of hours
1.	Exercises	*Selected Exercises to meet the subject aims.*	E	30

6. READINGS

Basic readings	• None