

WSB University				
Field of study: <i>Management</i>				
Course: Communication and negotiation in project management				
Educational profile: <i>general</i>				
Education level: <i>II -cycle studies</i>				
Number of hours per semester	1		2	
	I	II	III	IV
Full-time studies (L/C/lab/pr/e)		12 C		
Part-time studies (L/C/lab/pr/e)				
CLASS LANGUAGE	English			
LECTURER	Małgorzata Małecka - Tomala, MSc.			
FORM	Classes (C)			
COURSE OBJECTIVES	The aim of the course is to equip students with theoretical knowledge and practical understanding of communication and negotiation processes in project teams, including intercultural aspects, team dynamics, and stakeholder engagement. The course introduces key models, strategies, and tools used to manage communication effectively and to resolve conflicts within diverse project environments.			
Reference to learning outcomes – Field-related learning outcome EFMD	Description of learning outcomes			
	Description of learning outcomes	Teaching and learning methods		Verification of learning outcomes
Knowledge				
Intercultural Communication and Interpersonal Skills L07 L08 L09	Students demonstrate a comprehensive understanding of the key communication models, their components and functions in project environments. They recognise communication channels and their suitability for various project situations. Students understand the role of effective feedback and active listening in project communication and in communication with stakeholders using a communication plan. Students explain the principles of effective negotiation in project teams and can identify appropriate strategies for conflict resolution.	Teaching methods: - Interactive multimedia classes and case-based explanations supported by visual presentation. - Teacher's-led sessions combined with practical exercises, short activities, and class discussions.		Grading the test based on a predefined scoring scale
		Learning methods: -Individual learning supported by digital tools - Written test conducted via the Inspira online examination platform		
		Students use metaphorical modeling (via LEGO® Serious Play® Method) to collaboratively explore and analyze challenges related to communication and negotiation in project teams, applying active listening, constructive feedback, and shared reflection to develop insights and strategies for effective teamwork.	Learning methods: - Experiential learning through facilitated LEGO® Serious Play® session	

			<i>models, contribute to team discussion, and reflect on challenges related to communication and negotiation</i>
Digital Skills and the Use of Information and Communication Technologies LO17 LO18	<i>Students explain how digital tools support the presentation and communication of project insights, including visual reporting, stakeholder communication, and evidence-based recommendations.</i>	<i>Teaching methods:</i> - Interactive multimedia classes and case-based explanations supported by visual presentation. - Teacher's-led sessions combined with practical exercises, short activities, and class discussions.	<i>Grading the test based on a predefined scoring scale</i>
	<i>Students describe the functions and applications of digital platforms used in team-based collaboration and data sharing in project environments.</i>	<i>Learning methods:</i> - Individual learning supported by digital tools - Written test conducted via the Inspira online examination platform.	
Skills & Attitudes			
Intercultural Communication and Interpersonal Skills LO7 LO8 LO9	<i>Students analyze the characteristics of a multicultural and dispersed project team to identify communication and team-building needs. They apply communication models (e.g., sender-receiver model) to real project communication scenarios. They evaluate communication challenges and select appropriate channels and tools for internal and external stakeholders. Students demonstrate a proactive, inclusive and culturally sensitive attitude in planning and executing project communication.</i>	<i>Learning methods:</i> - Written assignment	<i>Evaluation of the written assignment and individual written feedback</i>
	<i>Students apply effective collaboration strategies to work in a diverse team, analyzes sustainable development challenges, evaluates possible project directions, and creates a joint project concept aligned with selected Sustainable Development Goals (SDGs). They identify key stakeholders, assesses their needs and expectations, and demonstrates initiative, shared leadership, and responsibility for coordinating tasks and managing stakeholder engagement.</i>	<i>Learning methods:</i> – Project-based learning supported by collaborative group work - visual project poster - Team-based classroom presentation, enhancing public speaking, intercultural communication, and peer learning	<i>Observation during team presentation, oral feedback provided in real time, and summative evaluation using a structured assessment rubric</i>

Digital Skills and the Use of Information and Communication Technologies LO17 LO18	Students apply spreadsheet tools to design a structured communication plan for a project, selecting appropriate formats, channels, and timelines to support team coordination in a digital environment. They collaborate in a distributed team using digital platforms to co-create visual project materials, demonstrating the ability to organize content, align messaging, and apply digital design tools effectively.	Learning methods: -Written assignment	Evaluation of the written assignment and individual written feedback
	Collaborates in a distributed team using digital platforms to co-create visual project materials, demonstrating the ability to organize content, align messaging, and apply digital design tools effectively.	Learning methods: - Visual project poster	Summative evaluation using a structured assessment rubric
Full- time Participation in lectures = Participation in classes = 12 Preparation to classes = 35 Preparation to lectures = Preparation to an examination = Project tasks = e-learning = Credit/examination = 1 others (indicate which) - consultation = 2 TOTAL: 50 ECTS points: 2 Including practical classes: 12		Part-time Participation in lectures = Participation in classes = Preparation to classes = Preparation to lectures = Preparation to an examination = Project tasks = e-learning = Credit/examination = others (indicate which) = TOTAL: ECTS points: Including practical classes:	
PREREQUISITES	General, basic knowledge in the areas of Management.		
COURSE CONTENT (Division into contact hours and e-learning)	Contact hours: Understanding the key issues related to communication in a project team in theoretical terms, including in particular: • The concept and model of communication • Features of effective communication • Communication styles • Effective feedback • Team roles • Team formation process • Conflict in the team • Project communication function • The concept of project stakeholders in terms of communication and stakeholder management in the project • Communication plan • Modern tools supporting team communication • Negotiations in project teams - LEGO® Serious Play® session E-learning: Not applicable		
LITERATURE (compulsory reading)	• Project Management Institute, A guide to the Project Management Body of Knowledge (PMBOK guide), Project Management Institute, 2018 • Jonasson H., 2019. Project: Communication. Routledge.		

	Zulch, B. G. "Communication: The foundation of project management." <i>Procedia Technology</i> 16 (2014): 1000-1009.
OPTIONAL LITERATURE	- Caroline E., 2018: <i>A Complete Handbook To Effective Communication & Negotiation Art: 3-In-One Book To Build A Successful Career</i>, CreateSpace Independent Publishing Platform - Marc O. Opresnik, 2014: <i>The Hidden Rules of Successful Negotiation and Communication: Getting to Yes!</i>, Springer. - Top Project Management Communication Tools, https://www.projecttimes.com/articles/top-project-management-communication-tools/
SCHOLARLY PUBLICATIONS BY PERSONS WHO CONDUCT CLASSES, WHICH ARE RELATED TO THE MODULE SUBJECT	--
TEACHING AIDS	Multimedia projector, Internet access, laptop, LEGO bricks sets, integration and communication games and cards
PROJECT (if implemented in the framework of a classes module)	Not applicable Project goal:---- Topic of the project:---- Project form:----
FORM AND CONDITIONS OF ASSESSMENT CRITERIA FOR ASSESSING ACHIEVED LEARNING OUTCOMES.	Evaluation criteria: - Attendance in on-site classes - One written assignment on Moodle Platform - Project-based learning supported by collaborative group work, visual project poster and Team-based classroom presentation - Active participation in a facilitated LEGO® Serious Play® session - Written test conducted via the Inspera online examination platform Grading scale: Grading criteria and percentages, outlining the requirements for achieving grades ranging from 5.0 to 2.0. 5.0 - Attendance of at least 80% of class hours, completion of all the assignments, solving a knowledge test with 88%-100% correct answers 4.5 - Attendance of at least 60% of class hours, completion of most of the assignments, solving a knowledge test with 83%-87% correct answers 4.0 - Attendance of at least 50% of class hours, completion of most of the assignments, solving a knowledge test with 66%-82% correct answers 3.5 - Attendance of at least 50% of class hours, completion of part of the assignments, solving a knowledge test with 61%-65% correct answers 3.0 - Attendance of at least 40% of class hours, completion of part of the assignments, solving a knowledge test with 50%-60% correct answers 2.0- Students attending less than 40% of exercise hours will not be eligible for credit.

* L-lecture, C- classes lab- laboratory, pro- project, e- e-learning