

Institute of Management and Social Affairs – social work

Winter semester:

Module I

Coaching	30 ECTS
The Art. of Communication	
The Art of Creative Thinking	
Design Thinking	
Personal Development Project	

Summer semester:

Module I

Coaching	30 ECTS
The Art. of Communication	
The Art of Creative Thinking	
Design Thinking	
Personal Development Project	

Course card

Course title	Coaching		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Dr Katarzyna Jagielska		
Department	Institute of Management and Social Affairs		

Course objectives (learning outcomes)

The course aims to familiarize students with the assumptions and tools of coaching and indicate the possibility of using the coaching method in management and social work. During the course, students will learn about the most important issues related to coaching, as well as gain skills in using coaching tools to work with children and youth.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:

interactive workshops consisting of a lecture complemented by group work, activities and role-playing

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
x			x		x		x					

Assessment criteria	Activity in the classroom (presentation, group work, activities, role-playing) – 50 % Discussion - 10% Project 40%
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Comments	-----
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Course content (topic list)

<ol style="list-style-type: none"> 1. What is coaching? Introduction to coaching. 2. The ethics and values of a coach. 3. The competencies of a coach. 4. Communication techniques. Feedback. Levels of listening. Cartesian questions. 5. Coaching as a process. Stages in the coaching process. The GROW model. 6. Tools in coaching. Working with beliefs. 7. Coaching models.
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Compulsory reading

<p>C. van Nieuwerburgh, Coaching in Education: Getting Better Results for Students, Educators, and Parents, Routledge 2018</p> <p>M. Csikszentmihalyi, Flow. The psychology of optimal experience, 2008.</p>

Recommended reading

1. **S. Fletcher, C. A. Mullen, Handbook of Mentoring and Coaching in Education, SAGE 2018.**
2. van Nieuwerburgh, C., and Barr, M. (2016). "Coaching in Education", in Tatiana Bachkirova, Gordon Spence and David Drake (Eds.) *The SAGE Handbook of Coaching*. Sage.
3. Rachel Lofthouse (2018): Coaching in education: a professional development process in formation, Professional Development in Education

Course card

Course title	The Art. of Communication		
Semester (winter/summer)	Winter/ summer	ECTS	6
Lecturer(s)	Dr Anna Mróz, PhD		
Department	Institute of Management and Social Affairs		

Course objectives (learning outcomes)

This course provides a comprehensive introduction to interpersonal communication, which is the basis for building satisfying relationships with others. Communication is characterized by being both a field of academic inquiry and a practice. This course offers a mix of theory and practice: it discusses theories, but also aims to show their practical application. Via a number of practical exercises and workshops, the course will allow students to acquire the skills to communicate effectively with others, including the principles of verbal and non-verbal communication

Prerequisites

Knowledge	Basic knowledge on the process of interpersonal communication
Skills	Skills in interpersonal communication
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours		15				15		

Teaching methods:

drama, project, game- based learning, inquiry-based learning, discussion, collaboration methods.

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
			x		x		x				x	

Assessment criteria	Active participation in the course – 40% Individual project – 60%
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Comments	
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Course content (topic list)

1.	Recognizing and Understanding Communication Styles
2.	Verbal Communication
3.	Nonverbal Communication
4.	Communicating in Writing
5.	Communication in groups
6.	Barriers to Communication
7.	Cultural Aspects of Communication
8.	Constructive Criticism

Compulsory reading

<p>Castells, M., Communication power, Oxford: Oxford University Press, 2009. Friske, J., Introduction to communication studies, London-New York : Routledge, 1996. Garber, P. G., 50 Communications Activities, Icebreakers, and Exercises, Amherst : Massachusetts, 2008. Hargie, O., Dickson, D., Skilled interpersonal communication. Research, theory and practice. Fourth edition, London-New York: Routledge, 2004. Price, S. Communication studies. Harlow: Longman, 1996. Schulz, P.J. (ed.), Communication theory. Vol. 1, General approaches to communication and the processing of communication on the intra-individual level, Los Angeles: Sage, 2010.</p>
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Recommended reading

- Horodecka, A., Sociology of Communication, Warszawa: Warsaw School of Economics, 2015.
 Leathers, D. Successful nonverbal communication: principles and applications. Boston: Allyn and Bacon, cop. 1997.
 Littlejohn, S.W., Foss, K.A., Theories of human communication, Belmont, CA: Thomson Wadsworth, cop. 2005.
 Parry, J., The psychology of human communication, London: University of London Press, cop. 1967.

Course card

Course title	The Art of Creative Thinking		
Semester (winter/summer)	Winter/ summer semester	ECTS	6
Lecturer(s)	Dr Anna Mróz, PhD		
Department	Institute of Management and Social Affairs		

Course objectives (learning outcomes)

The objectives of the Course are to:

- Develop creative thinking and problem-solving skills.
- Explore techniques to generate, refine, and implement innovative ideas.
- Foster the ability to adapt and think divergently in personal and professional contexts.
- Examine the impact of creativity across disciplines (arts, business, science, etc.).

Prerequisites

Knowledge	-
Skills	-
Courses completed	-

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours		15				15		

Teaching methods:

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Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning

Assessment criteria	Active participation in the course – 40% Individual project – 60%
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. Understanding Creativity <ul style="list-style-type: none"> – What is creativity? – Myths and misconceptions about creativity – Creativity across cultures and disciplines 2. Techniques for Creative Thinking <ul style="list-style-type: none"> – Brainstorming and mind-mapping – Divergent and convergent thinking – SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse) 3. Overcoming Creative Blocks <ul style="list-style-type: none"> – Strategies for staying motivated – Managing fear of failure and self-doubt – The role of mindfulness in creativity 4. The Science of Creativity <ul style="list-style-type: none"> – How the brain works in creative processes – The connection between play, curiosity, and innovation – The role of collaboration in fostering creativity 5. Applying Creativity in Real Life <ul style="list-style-type: none"> – Creativity in problem-solving and decision-making – Creative storytelling and communication – Building a creative portfolio or project

Compulsory reading

<p>Csikszentmihalyi, M. (2009). <i>Creativity: Flow and the Psychology of Discovery and Invention</i>. Harper Collins</p> <p>Glaveanu, V. (2021). <i>Creativity: A Very Short Introduction</i>. Oxford University Press.</p> <p>Jung, R. E., & Vartanian, O. (Eds.). (2018). <i>The Cambridge Handbook of the Neuroscience of Creativity</i>. Cambridge University Press.</p> <p>Michalko, M. (2006). <i>Thinkertoys: A Handbook of Creative-Thinking Techniques</i>. Ten Speed Press.</p>
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Runco, M. A., & Jaeger, G. J. (2012). The Standard Definition of Creativity. *Creativity Research Journal*, 24(1), 92–96.

Sternberg, R. J. (Ed.). (1999). *Handbook of Creativity*. Cambridge University Press.

Recommended reading

Amabile, T. M. (1996). *Creativity in Context: Update to the Social Psychology of Creativity*. Boulder, CO: Westview Press.

Kaufman, J. C., & Beghetto, R. A. (2009). Beyond Big and Little: The Four C Model of Creativity. *Review of General Psychology*, 13(1), 1–12.

Sawyer, R. K. (2011). *Explaining Creativity: The Science of Human Innovation* (2nd ed.). Oxford University Press

Sternberg, R. J., & Lubart, T. I. (1999). The Concept of Creativity: Prospects and Paradigms. *Handbook of Creativity*, 3–15.

Course card

Course title	Design Thinking		
Semester (winter/summer)	Winter/summer	ECTS	6
Lecturer(s)	Dr Katarzyna Jagielska		
Department	Institut of Management and Social Affairs		

Course objectives (learning outcomes)

The aim of the course is to introduce students to the Design Thinking (DT) methodology. The course will introduce the student to the history of design thinking, the concepts of change, creativity, design thinking and the DT process and the use of the DT method to design social innovations

Prerequisites

Knowledge	Not required
Skills	Not required
Courses completed	Not required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours						15		

Teaching methods:

Project, Working with the Design Thinking method

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
			x			x						

Assessment criteria	Activity in the classroom - developing a group project using the design thinking methodology) – 90% Discussion and essay – 10%
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Comments	-
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Course content (topic list)

<ol style="list-style-type: none"> 1 The Design Thinking - an introduction 2. Developing a team project using the Design Thinking method <ol style="list-style-type: none"> 1. Team building. 2. Discovery. 3. Defining the challenge. 4 Creating a solution. 5. Prototyping. 6. Testing. 7. Implementation planning. 3. Presentation of projects.

Compulsory reading

<p>Pressman, A., Design Thinking. A guide to creative problem solving for everyone. Routledge, 2019. Adair, J., The art of creating thinking, How to be innovative and develop great ideas, London – Philadelphia, 2007.</p>
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Recommended reading

Müller-Roterberg, Ch., Handbook of Design Thinking, 2018.
den Dekker, T., Design Thinking International Edition. Groningen, 2020.

Course card

Course title	Personal Development Project		
Semester (winter/summer)	Winter/Summer	ECTS	6
Lecturer(s)	Dr Katarzyna Jagielska		
Department	Institut of Management and Social Affairs		

Course objectives (learning outcomes)

The aims of the course are: to introduce students to personal development techniques and tools and to explain how to apply those techniques and tools to teacher's own development and how they can be used in the development of students. During the course, students will learn the techniques and tools of: selfdiagnosis of potential, time organization, personal project, development of interests and passions, and will gain skills to apply them for themselves and the development of students.

Prerequisites

Knowledge	Not required
Skills	Not required
Courses completed	Not required

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours						15			

Teaching methods:

Workshops, coaching, discussion

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
			X				X					X

Assessment criteria	Activity in the classroom (group work) – 20 % Coaching - 10% Project (individual training)- 70%
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Comments	-
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Course content (topic list)

<ol style="list-style-type: none"> 1. Getting to know oneself 2. Working on oneself 3. Organisation of time 4. Personal project (personal development)
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Compulsory reading

<p>Łukasik, J.M., Firlej, Ch., Personal development. Effective self-management [Rozwój osobisty. Efektywne zarządzanie sobą]. Wydawnictwo Scriptum, Kraków 2024.</p> <p>Łukasik J.M., Know yourself and take care of your development. The road to success [Poznać siebie i dbać o rozwój. W drodze do sukcesu]. Wydawnictwo Akademii Ignatianum, Kraków 2016.</p>
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Recommended reading