

Soft Skills in International Project Management

Approved
Academic Council
Bachelor's Programme
"Management"
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ECTS credits	3
Class hours (h.)	34
Self-study (h.)	80
Course, programme	4th year, 2nd module, Management
Delivery format	Without an online course

1. Goals, outcomes and prerequisites

The Course "Soft Skills in International Project Management" develops students' aggregate thinking by providing a socio-psychological framework underpinning project performance in international environment. It's a one-module course delivered in English for the fourth-year students at the School of Business Administration. The course is elective. Students are required to have good command in Management.

The purpose of the course is to make students ready to apply innovative socio-psychological tools in their further studies and managerial practice. Specifically, the course aims at:

1. enabling students to participate in business games;
2. discussing how classic and innovative tools and techniques could be applied in international project management;
3. enabling students to conduct theoretical research in the field of the socio-psychological factors, underpinning project management processes;
4. motivating students to develop their own learning interests and critical thinking;
5. enabling students to present their research results in the class;
6. motivating students to value and appreciate the effects of the international environment.

The course examines innovative socio-psychological theories applicable in international project management (team resilience, teal evolutionary paradigm, organizational mindfulness, resistance to innovations etc.) as well as the seminal works focusing on the factors underpinning the innovation processes.

2. Course content

Brief course description:

Topic 1. International Project Management Tools and Techniques

Program (Project) Evaluation and Review Technique. Work breakdown structure (WBS). Organizational breakdown structure (OBS). Matrix of responsibility. Earned Value

Technique. Activity on Node – Precedence Diagramming Method. Network Diagram. Critical chain and Critical path methods. Risk Impact/Probability Chart Sensitivity analysis. Scenario analysis. Decision tree analysis. Simulation. Ishikawa diagram. Pareto chart. ABC-analysis Shewhart control charts. Team Roles.

Topic 2. Employee Relations within the International Environment

HEXACO model. Big5 model. MBTI model. The ego-state (Parent-Adult-Child) model. Socio-Psychological Experiments. Diversity.

Topic 3. Dealing with Change and Risks: Overcoming Resistance to Innovations and Collective Mindfulness

Lewin’s field of forces analysis and stages for bringing about change. Generalized disposition to resist change. Openness to change. Readiness to organizational change. Commitment to Organizational change. Socio-psychological tools and techniques addressing the resistance to change. Preoccupation with failures. Reluctance to simplify. Sensitivity to operations. Commitment to resilience. Deference to expertise. Socio-psychological tools promoting the collective mindfulness.

Topic 4. Team Work and Team Resilience within the International Environment

Factors, influencing team performance. Forming-Storming-Norming-Performing. Aggregated elements of the collective resilience structure. Adaptive innovation: imagining and creating. Performance optimization: improving and exploiting. Preventive control: monitoring and complying. Mindful action: noticing and responding. Socio-psychological tools promoting the collective resilience.

The number of hours assigned for each topic:

Topics	Class& online hours	Learning Outcomes	Forms of testing
	lect ¹		
	sem ²		
	self-study		
Topic 1. International Project Management Tools and Techniques	4	1. Allocate roles and responsibilities within the international environment 2. Select adequate tools to manage the project issues within the international environment	1. Cases, illustrating issues related to different PM processes 2. Cases, illustrating issues related to different PM processes, Exam
	6		
	20		

¹Lectures

²Seminars

Topic 2. Employee Relations within the International Environment	8	3. Apply classic and innovative analytical models to address HR challenges within the international PM 4. Organize effective communications	3. Exam 4. Participation, Presentation
	4		
	20		
Topic 3. Dealing with Change and Risks: Overcoming Resistance to Innovations and Collective Mindfulness	2	1. Allocate roles and responsibilities within the international environment 3. Apply classic and innovative analytical models to address HR challenges within the international PM 5. Explain and justify theoretical research results in a report and in oral presentation 4. Organize effective communications 6. Conduct a theoretical interdisciplinary research	1. Cases, illustrating the socio-psychological issues within the international PM 3. Cases, illustrating the socio-psychological issues within the international PM, Exam 5. Presentation, Paper 4. Participation, Presentation 6. Paper
	4		
	20		
Topic 4. Team Work and Team Resilience within the International Environment	2	1. Allocate roles and responsibilities within the international environment 3. Apply classic and innovative analytical models to address HR challenges within the international PM 5. Explain and justify theoretical research results in a report and in oral presentation 4. Organize effective communications 6. Conduct a theoretical interdisciplinary research	1. Cases, illustrating the socio-psychological issues within the international PM 3. Cases, illustrating the socio-psychological issues within the international PM, Exam 5. Presentation, Paper 4. Participation, Presentation 6. Paper
	4		
	20		
Face-to-face and self-study hours:	16		
	18		
	80		
Overall (h.):	114		

3. Evaluation

The following methods and forms of study and control are used in the course:

- Participation (Lectures). Attendance at lectures is strongly recommended. Lectures offer a verbal presentation of the essential material to be mastered.
- Participation, Cases, illustrating the socio-psychological issues within the international PM and Cases, illustrating issues related to different PM processes (Seminars). Seminars with flipped classroom approach requires a great deal of preparatory work from students.
- Teachers' consultations. Unresolved questions on the lecture material can be addressed with tutors on appointment during their consultation times (office hours).
- Self-study. Before consulting a tutor, however, students are expected to make a serious attempt to solve the problem.
- Paper and Presentation. The topic of the paper and the presentation is chosen by the student (should be approved by the tutor) or offered by the tutor.
- Exam (Written). *This is the only blocking form of testing within the course.*

In assessing students' papers and presentations the tutor is guided by the following criteria:

1. the material is specific and relevant;
2. citing is justified;
3. the material is well-balanced and within the scope of the discipline;
4. clarity and consistency;
5. depth of the situation analysis, conclusions;
6. theoretical research is on the basis of at least 5/7/10¹ sources indexed in Scopus / Web of Science, recent years (not earlier than 2015);
7. deadline.

ECTS Grades		10-points scale	Grading Criteria
A+	Excellent	10	All criteria are met, student is citing not less than 10 sources indexed in Scopus / Web of Science.
A	Very good	9	All criteria are met, student is citing not less than 7 sources indexed in Scopus / Web of Science.
A-	Very good	8	All criteria are met, student is citing not less than 5 sources indexed in Scopus / Web of Science.
B+	Good	7	6 out of 7 criteria are met.
B-	Good	6	5 out of 7 criteria are met.
C+	Satisfactory	5	4 out of 7 criteria are met.
C-	Satisfactory	4	3 out of 7 criteria are met.
F	Fail	3	The work does not meet the requirements for most of the criteria
F	Fail	2	
F	Fail	1	

¹See the table below

F	Fail	0	The work is not provided or the work is plagiarized. Author's contribution to the work is less than 80%
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Different forms of testing are of a varying degree of difficulty and are allocated a different weighting:

Learning Outcomes	Case (PM) 10%	Case (S-P) 10%	Partic. 10%	Present. 20%	Paper 20%	Exam 30%
Successful students are expected to be able to: 1. Allocate roles and responsibilities within the international environment	5%	5%				
2. Select adequate tools to manage the project issues in the international environment	5%					15%
3. Apply classic and innovative analytical models to address HR challenges within the international PM		5%				15%
4. Organize effective communications			10%	10%		
5. Explain and justify theoretical research results in a report and in oral presentation				10%		
6. Conduct a theoretical interdisciplinary research					20%	

The course does not provide for examination exemption for students.

4. Sample Evaluation Questions

1. At which stage of employee's affective responding to the process of change implementation one can expect an employee to provide his colleagues and/or management his own design of implementing change?
 - 1) Anger
 - 2) Bargaining
 - 3) Acceptance
 - 4) Denial

2. Which of the following IPM tools is associated with the scheduling function?

- 1) Ishikawa diagram
- 2) Make-or-Buy Analysis
- 3) CPM-COST
- 4) Control charts

5. Resources

The following resources are available for students to support their learning:

1. •Lectures slides,
2. •Essential reading

5.1. Recommended Reading list

№	Source
1	Project Management Institute. (2017). A guide to the project management body of knowledge (PMBOK guide). Newtown Square, Pa: Project Management Institute.
2	De Mascia, S. (2012). Project psychology: using psychological models and techniques to create a successful project, Gower.
3	Cinite, I., & Duxbury, L. E. (2018). Measuring the Behavioral Properties of Commitment and Resistance to Organizational Change. The Journal of Applied Behavioral Science, 54(2):113–139
4	Sutcliffe K., Vogus T., Dane E. (2016). Mindfulness in Organizations: A Cross-Level Review. Annu. Rev. Organ, Psychol. Organ. Behav. 3:55–81.
5	McEwen, K., Boyd, C. (2018). A Measure of Team Resilience: Developing the Resilience at Work Team Scale. Journal of Occupational and Environmental Medicine, 60(3), 258–272.
6	Milosevic, D., Patanakul, P.& Srivannaboon, S.(2010). Case Studies in Project, Program and Organizational Project Management, John Wiley & Sons, Inc.

Additional sources may be chosen by the student (should be approved by the tutor) or offered by the tutor.

5.2. Software

№	Name	Access
1	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>University license (local)</i>
2	Microsoft Office Professional Plus 2010	<i>University license (local)</i>
3	SPSS Statistics 23 (or later version)	<i>University license (local)</i>

5.3. Electronic Resources

№	Name	Access
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1	Scopus Citation Index	<i>University subscription (on-campus access)</i>
2	Journal databases (APA, Elsevier, Springer, Wiley, etc.)	<i>University subscription (on-campus access)</i>

5.4. Equipment

Teaching rooms equipped for lectures with demonstration of PowerPoint slides (computers connected to the Internet, sound equipment, remote-controlled projector, screen). Teaching rooms for practical sessions should include computers with Internet connection and access to the HSE software and on-campus electronic resources.