

Syllabus for the Course «Effective Communication in Project Activities (Soft Skills: Communication, Project Group Collaboration & Product Documentation)»

Format: strictly tabular, with detailed content for each week (lecture, master class, independent study, LLM integration)

Duration: 1 semester (16 weeks)

Lectures: 16 hours

Practical sessions: 16 hours

Independent study (IS): 44 hours

Assessment: graded pass/fail exam

1. Course Annotation

The discipline aims to develop a systemic understanding of communication as a key factor in project success.

Communication is viewed not as a set of “soft skills”, but as:

- a structural element of project architecture;
- a mechanism for aligning meanings;
- a risk management tool;
- a team resilience factor.

Special attention is given to two fundamentally different teamwork situations:

- forming a new project team;
- working in a pre-defined (established) team.

The course integrates the instrumental use of Large Language Models (LLM) as:

- an analytical tool;
- a means of information structuring;
- an intelligent assistant;
- a tool for control and reflection.

LLM is not seen as a replacement for human communication, but as an auxiliary mechanism for analysing and designing communication systems.

2. General Characteristics of the Discipline

The discipline is methodological and instrumental, and develops:

- skills in role-based, competency-based and psychological team analysis;
- ability to design a project communication system;
- negotiation and conflict management skills;
- ability to develop project and product documentation;
- competence in using AI as a communication support tool.

Communication is considered in three dimensions:

- problem-content communication;
- information exchange and monitoring;
- disciplinary-management communication.

3. Place in the Educational Programme Structure

The discipline belongs to the professional module of Master's studies and develops universal and professional competencies needed for:

- project activities;
- interdisciplinary work;
- developing and maintaining complex systems;
- leading project teams.

Mastering this discipline provides a methodological foundation for:

- project seminars;
- research work;
- startup project design;
- management disciplines.

4. Learning Objectives

The objective is to develop students' systemic understanding of communication as a managed and designed process under conditions of uncertainty, interdisciplinarity and technological complexity.

5. Course Tasks

- mastering professional communication models;

- analysing the role structure of a project team;
- analysing team competency profiles;
- assessing psychological compatibility and motivational factors;
- evaluating team potential considering task complexity and tight deadlines;
- designing a project communication system;
- mastering negotiation and conflict management methods;
- developing project documentation skills;
- instrumental use of LLM in communication practice;
- developing a critical attitude towards AI capabilities and limitations.

6. Expected Learning Outcomes

Upon completing the discipline, students should:

Know:

- typology of communications in project activities;
- team dynamics models;
- principles of role-based and competency analysis;
- factors for assessing team potential;
- fundamentals of negotiation strategies;
- structure of project documentation;
- LLM capabilities and limitations in communication processes.

Be able to:

- analyse team structure (role-based, competency, psychological);
- distinguish between forming a new team and working in a pre-defined team;
- design a project communication system;
- identify risks of communication failures;
- develop technical specifications and reporting documentation;
- use LLM for analysis, structuring and information verification;
- critically evaluate AI-generated results.

Possess skills in:

- facilitating discussions;
- constructive conflict resolution methods;
- designing communication regulations;
- integrating AI into teamwork.

7. Methodological Concept

Learning follows the principle: Analysis → Design → Regulation → Reflection.

The discipline implements a two-level trajectory:

Stage 1. Analytical

- diagnosing team structure;
- identifying roles;
- analysing competencies;
- risk assessment;
- identifying communication gaps.

Stage 2. Design

- building a communication system;
- developing regulations;
- structuring documentation;
- defining AI usage boundaries.

8. LLM Integration in Education

LLM is used in three modes:

Handbook: explaining terms, models, concepts.

Training mode: dialogue with question individualisation; scenario simulation of negotiations and conflicts.

Controller: checking argument logic; analysing documentation structure; identifying gaps and logical breaks.

9. AI Applicability Limits in Team Communication

AI is appropriate for:

- structuring information;
- analysing meeting minutes;
- identifying participation imbalance;
- preparing documentation templates;
- scenario simulation.

AI becomes a hindrance if it:

- replaces substantive discussion;
- creates an illusion of agreement;
- substitutes leader responsibility;
- is used without real team data;
- negates the empathic dimension of communication.

Key principle: AI works with form and structure; humans are responsible for meaning and accountability.

10. Educational Technologies

- lectures with case analysis;
- master classes;
- role-playing games;
- group project work;
- analytical assignments;
- instrumental LLM use;
- comparative “human vs AI” analysis.

11. Final Assessment

Format: graded pass/fail exam.

Final work includes:

- team structure analysis;
- potential assessment considering task complexity;
- communication system design;
- AI usage regulation development;
- project documentation fragment;
- solution defence with argumentation.

Evaluation criteria:

- analysis systemicness;
- argumentation depth;
- design adequacy;
- correct AI use;
- reflection on LLM limitations.

Schedule of the Course

- IS — Independent Study;
- LLM — Large Language Model.

Week	Content	Lect. (h)	Sem. (h)	IS (h)
1	<p>Lecture: Communication as a systemic project factor. — Types of communication: problem-content, information-monitoring, disciplinary-management. — Communication risks. Master class: Case study of a failed project. IS: Analysing a project's communication structure. LLM: — Handbook: terminology reference; — Training mode: clarifying questions; — Controller: analysis verification.</p>	1	1	3
2	<p>Lecture: Business communication models. — Verbal and non-verbal communication; — Barriers and distortions. Master class: Reconstructing a conflict dialogue. IS: Negotiation scenario simulation. LLM: — Role-playing simulation; — Argument analysis.</p>	1	1	3
3	<p>Lecture: Two teamwork situations: — Forming a new project team; — Working in a pre-defined team. Master class: Comparative risk analysis. IS: Writing an analytical note. LLM: — Scenario simulation of team composition; — Completeness audit of analysis.</p>	1	1	3
4	<p>Lecture: Team role analysis. — Formal and informal roles; — Role balance. Master class: Building a role map. IS: Developing a project role model. LLM: —</p>	1	1	3

	Identifying role imbalances; — Providing recommendations.			
5	Lecture: Competency and psychological analysis. — Hard skills vs Soft skills; — Compatibility. Master class: Matching tasks with competencies. IS: Creating a “Task — Competency — Performer” matrix. LLM: — Identifying skill deficits; — Checking allocation logic.	1	1	3
6	Lecture: Assessing team potential. — Factors: task complexity, routine vs non-routine work, deadline rigidity. Master class: Analysing a high-uncertainty project. IS: Scenario risk analysis. LLM: — Predicting bottlenecks; — Critical audit.	1	1	3
7	Lecture: Designing a communication system. — Information flows; — Responsibility levels. Master class: Building a communication scheme. IS: Developing regulations. LLM: — Structuring documents; — Checking completeness.	1	1	3
8	Lecture: Problem-content communication. — Argumentation; — Cognitive distortions. Master class: Analysing a discussion. IS: Reconstructing an argument scheme. LLM: Identifying logical breaks.	1	1	3
9	Lecture: Information exchange and monitoring. — Meeting minutes; — Reporting; — Transparency. Master class: Preparing meeting minutes. IS:	1	1	3

	Developing a report template. LLM: — Summarisation; — Completeness control.			
10	Lecture: Disciplinary-management communications. — Problem escalation; — Execution control. Master class: Management case study: missed deadlines. IS: Developing task control regulations. LLM: Analysing instruction wording.	1	1	3
11	Lecture: Negotiations and conflict resolution. — Strategies; — Interest balance. Master class: Role-playing game “Client — Executor”. IS: Writing an analytical report on strategy. LLM: — Simulating alternative scenarios; — Argumentation audit.	1	1	3
12	Lecture: Project documentation. — Technical specification (TS); — Documentation for stakeholders. Master class: TS structure analysis. IS: Preparing a TS fragment. LLM: — Structuring text; — Unifying terminology.	1	1	4
13	Lecture: AI in project communication: opportunities and limitations. — LLM as handbook, training assistant, controller; — Typing risks. Master class: Comparative analysis: human text vs AI-generated text. IS: Writing a reflective report.	1	1	4
14	Lecture: Human-AI balance in communication. — Automation boundaries; — Empathic aspect. Master	1	1	4

	class: Analysing meaning distortion in automation. IS: Developing AI usage regulations for the team.			
15	Practice: Designing a communication system for own project. Consultation and project refinement: — Role analysis; — Communication scheme; — AI usage regulation.	0	2	4
16	Graded exam. Project defence: — Team analysis; — Communication system design; — Project documentation; — Justification of AI use in the project.	0	2	0