

**Subject card**

<b>Subject name and code</b>	Teamwork: Effective Communication, Understanding Diversity, and Building Relationships, PG_00191157						
<b>Field of study</b>	Finance and Accounting, Informatics and Econometrics, Management						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	Master's studies	<b>Subject group</b>			Optional subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	4	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Sabina Nowak				
	<b>Teachers</b>		dr Sabina Nowak				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		10.0		10.0	35
<b>Subject objectives</b>	<p>The aim of the course is to develop effective teamwork skills through:</p> <ul style="list-style-type: none"> <li>• understanding diversity and building lasting, positive relationships within the team,</li> <li>• improving interpersonal communication and motivating team members,</li> <li>• applying psychoeducation in the process of team building and development,</li> <li>• practically building and maintaining an effective, committed team.</li> </ul> <p>The classes are conducted by employees of Nordea Bank Abp SA Branch in Poland.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[IiEMU2_K03] The student is able to communicate freely with the public inside and outside the workplace, transfer his knowledge and share his skills through various media.	The student can communicate with others in the workplace and outside of it, convey their knowledge, and share their skills using various means of communication, adapting the form and tone of the message to the recipient and context.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[IiEMU2_K04] The student can work in a team, co-create it, effectively manage and supervise it; efficiently adapts his behavior and conduct to his role in it; is ready to take responsibility for the team and bear the consequences; understands the necessity of systematicity and consistency in action; is open to other team members and critical of himself.	The student can analyse team dynamics and adapt their communication style (assertiveness, active listening, clear messages) to increase team effectiveness.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[FiRMU2_K03] Communication: - the student can present his/her view/ issue in a way that others can understand, - courageously (but prudently) expresses his opinion, is not afraid to ask questions, - can participate culturally in the discussion, - can give constructive criticism, - can communicate on specialized topics in finance and accounting with a diverse audience.	The student is able to participate in discussions in a polite manner, listen actively, paraphrase, summarise others' arguments, and formulate relevant questions; they are able to express constructive criticism and accept it, using feedback to improve their own skills and arguments.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[ZARZMU2_K07] The student is aware of the need to adapt his behavior and conduct to his role in the team. Is prepared to perform a professional role responsibly under changing social needs.	The student can identify the requirements of their team role and adapt their actions, communication, and decisions accordingly, taking into account ethical principles and professional responsibility.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[ZARZMU2_K11] The student can work in a group, assuming various roles and improving communication competence and skills. Takes the initiative when working in a group.	The student can work in a group, taking on various roles (e.g., leader, coordinator, communicator, meticulous note-taker), and improve communication skills tailored to the team's needs.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[FiRMU2_K02] Cooperation: - the student can harmoniously interact and work in a group, assuming various roles in the group, including leadership and supervision of the group, - can agree with the group on goals and division of tasks, - is open-minded, respecting the differences of other team members.	The student is able to initiate activities within a group, propose tasks, organise work, assign roles, and monitor progress, responding to changing circumstances.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
Subject contents	<ol style="list-style-type: none"> <li>1. Personality types and their impact on teamwork, May 7, 2026, led by: Ewelina Kluska, Lech Babula (or Małgorzata Sikorska)</li> <li>2. Communication and motivation in a team, May 14, 2026, led by: Małgorzata Sikorska, Marta Cereniewicz</li> <li>3. Building an effective team, May 21, 2026, led by: Marek Tuchowski, Kasia Wiśniewska</li> <li>4. The role of psychoeducation in team building, May 28, 2026, led by: Paulina Nawrocka, Agnieszka Kasprowicz-Kluska</li> </ol>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Class attendance	51.0%	50.0%
	Taking quizzes on Kahoot	51.0%	50.0%
Recommended reading	Basic literature	Pięć dysfunkcji pracy zespołowej, P. Lencioni	
		Zaczynaj od dlaczego, S. Sinek	
	Supplementary literature	n/a	
	eResources addresses		

Example issues/ example questions/ tasks being completed	
Work placement	Not applicable

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