

WSB University				
Field of study: Management				
Course: Team Communication				
Educational profile: general				
Education level: II -cycle studies				
Number of hours per semester	1		2	
	I	II	III	IV
Full-time studies (L/C/lab/pr/e)	12			
Part-time studies (L/C/lab/pr/e)				
CLASS LANGUAGE	English			
LECTURER	Pawel Urgacz			
FORM	Classes			
COURSE OBJECTIVES	The aim of the course is to learn about communication modelstheir application in team context and role in the sustainable development of an organization. Participants acquire skills in analytical diagnosis and design of communication processes, selection of ICT tools with low environmental impact and conducting inclusive, intercultural cooperation within team. The course shapes an attitude of responsible leadership focused on ethical decisions, transparency and team members well-being.			
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
Skills & Attitudes				
Intercultural Communication and Interpersonal Skills LO7 LO8 LO9	Students apply appropriate communication techniques to the stage of team development and the cultural differences. They can formulate clear messages, listen actively and provide constructive feedback in order to minimize exclusion and promote a regenerative culture.	Teaching methods: microlearning, role-play carousel, case study, feedback and active listening		Observed role-play, active involvement in group tasks
		Learning methods: Practicing dialogue techniques, role-playing conflict and feedback, receiving and applying peer feedback		
Digital Skills and the Use of Information and Communication Technologies LO17 LO18	Student apply digital tools (synchronous and asynchronous) to support team collaboration and communication between team members. They use digital platforms and tools to coordinate and control the teamwork, cooperate to analyse and solve evolving problems and to effectively communicate the results in the digital business environments.	Teaching methods: microlearning, group discussion		Individual report - integration of digital tool selection and environmental assessment
		Learning methods: engaging in group analysis and argumentation		
Responsible and Ethical Leadership and Decision-making LO12	Student demonstrates empathy, social responsibility and ethics - promotes equality of voice, respect for diversity and transparency in team decision-making.	Teaching methods: embedded in all practical activities: discussions, simulations, role-play and team reflection with emphasis on fairness, inclusion, and transparency.		Demonstration of awareness of ethical principles; engagement in group

		Learning methods: Practicing inclusive communication, debating ethical choices, writing reflective decisions in team context	decisions and debate exercises
Full- time Participation in lectures = Participation in classes = 12 Preparation to classes = Preparation to lectures = Preparation to an examination = Project tasks = e-learning = Credit/examination = others (indicate which) = TOTAL: 12 ECTS points: 1 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	Design Thinking		
COURSE CONTENT (Division into contact hours and e-learning)	Contact hours: 12 • Team communication models • Sustainable communication frameworks • Communication metrics • Communication techniques vs. Tuckman's stages • Cultural differences in communication • Overview of team communication tools • Communication styles vs. team dynamics • Low-carbon rituals E-learning: n/a		
LITERATURE (compulsory reading)	1. D. Rossmore, The Art of Team Communication: Why team communication breaks down and what to do about it, Rossemoore & Associates, 2022		
OPTIONAL LITERATURE	1. E. Keller, Small Group and Team Communication: Tried-and-True Ideas to Improve Team Communication and Achieving Superior Performance, Jianfang Ou, 2022 2. B. Basterfield, The Effective Communication Method: 9 Keys to Master Communication Skills, The Comprehensive Training Guide to Step by Step Improve Your Communication Skills and Build Successful Relationships, 365 Self-Growth Publishing, 2023 3. Lencioni P.,: The Five Dysfunctions of a Team: A Leadership Fable, 2002 4. Meyer E.,: The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures, 2014 5. Cherniak O.,Trishch R., Kim N., Ratajczak S., Quantitative assessment of working conditions in the workplace, Engineering Management in Production and Services 12 (2), 99-106.		
SCHOLARLY PUBLICATIONS BY PERSONS WHO CONDUCT CLASSES, WHICH ARE RELATED TO THE MODULE SUBJECT	Not applicable		
TEACHING AIDS	Presentation screen, internet access, Moodle		
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.	Form and Conditions of assessment: 1) Participation in classes and workshop activities (obligatory attendance min.50%) 2) Individual report – 600-1000 words – analysis of a selected communication problem in a team, recommendations for improvements – submitted at Moodle Platform, min. 60 points 3) Test – 20 questions, min. 50% of correct answers To successfully pass the course all 3 conditions must be met. Evaluation criteria: 1) Engagement and contribution in group activities: individual assessment, scale 0-100 points; >50 % – satisfactory; <50 % – not satisfactory 2) Individual Report: depth of analysis: a) use of data/methods – 15 points b) reference to models – 15 points c) SDG impact – 20 points d) feasible, innovative recommendations (aligned with sustainability) – 30 points e) structure and academic writing – 20 points Grading scale 0-100 points; >60 points – satisfactory; <60 points – unsatisfactory 3) Number of correct answers: >50 % – Pass; <50 % – not pass Grading scale: pass, not pass (ZAL, NZAL)
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* L-lecture, C- classes lab- laboratory, pro- project, e- e-learning