



Subject card

Subject name and code	Leadership and teamwork, PG_00070378						
Field of study	Economic Analytics						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	second-cycle studies	Subject group			Optional subject group Subject group related to scientific research in the field of study		
Mode of study	Part-time studies (on-line)	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish		
Semester of study	4	ECTS credits			3.0		
Learning profile	general academic profile	Assessment form			assessment		
Conducting unit	Department of Management Engineering and Quality -> Faculty of Management and Economics -> Faculties of Gdańsk University of Technology						
Name and surname of lecturer (lecturers)	Subject supervisor		dr inż. Joanna Czerska				
	Teachers		dr inż. Joanna Czerska				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	8.0	16.0	0.0	0.0	0.0	24
	E-learning hours included: 0.0						
	eNauczanie source address: https://enauczanie.pg.edu.pl/2025/course/view.php?id=3010						
	Moodle ID: 3010 Przywództwo i praca zespołowa_NST i ONLINE_2026 https://enauczanie.pg.edu.pl/2025/course/view.php?id=3010						
Additional information:							
Teaching methods: Active lecture supported by questions and short activities, Moderated discussion, Reflective self-diagnosis of cognitive styles, Micro-project-based learning activities, Reflective learning activities, Self-assessment and self-evaluation using teaching guidelines, Problem-based learning (PBL), Short presentations and elevator speech exercises.							
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM		
	Number of study hours	24	5.0	46.0	75		
Subject objectives	The aim of the course is to prepare students to effectively perform the roles of leader and team member by developing leadership, motivation, and cooperation skills based on knowledge in the social sciences and humanities, and to shape attitudes of responsibility, reflection, and ethics in the context of teamwork in an organization.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[K7_W05] Possesses in-depth knowledge of the principles of integrating economic, legal, and ethical contexts in analyses and applying them in entrepreneurial activities while respecting copyright protection rules	Knows and understands the relationships between the economic, legal, and ethical conditions of teamwork and their impact on effective and responsible leadership in the context of groups functioning in an organizational environment.	[SW1] Assessment of factual knowledge
	[K7_U04] Prepares and delivers convincing presentations of the results of specialized analyses, providing in-depth interpretations during debates and meetings with diverse audiences.	Can analyze and synthesize information about leadership and teamwork in an organizational context, and formulate and present logically justified arguments relating to managerial roles and leadership styles in a convincing manner.	[SU5] Assessment of ability to present the results of task

Subject contents

Course content – lecture

Reflection and leadership development leadership as a developmental process

- Leadership as a competency, not a position
- Leadership development models (e.g., the concept of leadership development)
- The role of self-reflection in the development of leadership competencies

Ethical and authentic leadership

- Value-based managerial decisions

Team communication

- Rational and emotional communication
- Communication barriers in organizations

Trust in the organization

- Trust as a factor in organizational effectiveness
- Psychological safety

The leader as a facilitator in the Lean Thinking approach

- Assumptions of Lean Thinking
- The role of the leader in building a culture of continuous improvement

Management through people development

- Situational and adaptive leadership
- Situational leadership model
- Matching style to team maturity

Employee motivation and engagement

- Internal and external sources of motivation
- Engagement as a factor in effectiveness

Diversity of thinking and acting styles in a team (FRIS model)

- Assumptions of the FRIS model
- Cognitive perspectives and acting styles
- The impact of cognitive diversity on team effectiveness

Course content – exercises

Self-diagnosis of leadership style and areas for development

- Reflection exercise: "My path as a leader"
- Analysis of strengths and areas for development

Analysis of ethical dilemmas in managerial practice

- Decision-making discussion

Communication situations

- Developmental feedback
- Rational vs. emotional communication

Building and rebuilding trust

- Potential causes of loss of trust

Facilitation of team meetings (Lean)

- Designing daily management boards

	<ul style="list-style-type: none"> - The role of open questions and problem solving <p>Adapting leadership style to the situation</p> <ul style="list-style-type: none"> - Case studies (different levels of team maturity) - Decision: directive or supportive? <p>Internal motivation of the project team</p> <ul style="list-style-type: none"> - Identification of motivation factors from 1.0 to 4.0 <p>Teamwork using the FRIS model</p> <ul style="list-style-type: none"> - Identification of styles in a group - Analysis of style conflicts - Designing rules for cooperation in a cognitively diverse team 														
Prerequisites and co-requisites															
Assessment methods and criteria	<table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>Reflective self-evaluation of leadership competencies</td> <td>60.0%</td> <td>40.0%</td> </tr> <tr> <td>Assessment of the consistency and justification of a reflective concept of one's own managerial role</td> <td>60.0%</td> <td>35.0%</td> </tr> <tr> <td>problem-based test</td> <td>60.0%</td> <td>25.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	Reflective self-evaluation of leadership competencies	60.0%	40.0%	Assessment of the consistency and justification of a reflective concept of one's own managerial role	60.0%	35.0%	problem-based test	60.0%	25.0%		
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Recommended reading	Basic literature	<p>Kouzes, J. M., & Posner, B. Z. (2018). <i>The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations</i>. Wiley.</p> <p>Northouse, P. G. (2022). <i>Leadership: Theory and Practice</i>. Sage Publications.</p>													

	Supplementary literature	<p>Elmore, T. (2021). <i>The Eight Paradoxes of Great Leadership</i>. HarperCollins Leadership.</p> <p>Czerska, J. (2019). <i>Doskonalenie strumienia wartości. Lean Management w praktyce</i>. Lean Enterprise Institute Polska.</p> <p>Heifetz, R. A., & Linsky, M. (2017). <i>Leadership on the Line: Staying Alive Through the Dangers of Change</i>. Harvard Business Review Press.</p> <p>Pink, D. H. (2011). <i>Drive: The Surprising Truth About What Motivates Us</i>. Riverhead Books.</p> <p>Schein, E. H., & Schein, P. A. (2018). <i>Organizational Culture and Leadership</i>. Wiley.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed	<p>How a leader influences a culture of collaboration;</p> <p>The role of leadership in overcoming resistance to change;</p> <p>Principles of Lean Leadership: Gemba, Kaizen, empowerment;</p> <p>The leaders role in improving processes and developing people</p>	
Practical activities within the subject	Not applicable	

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