#### card of course

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| Subject name | Competency management methodology |

1. The placement of the subject in the study system

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| 1.1. Field of study | Management |
| 1.2. Form and path of study | Full-time/Part-time |
| 1.3. Level of education | First-cycle studies |
| 1.4. Study profile | Practical |

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| 1. 5. Specialty | HR Management |
| 1.6. Subject Coordinator | Dr Andrzej Borowski |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | Optional/Practical |
| 2.2. Number of ECTS | 6 |
| 2.3. Language of lectures | Polish |
| 2.4. Semesters in which the subject is taught | IV |
| 2.5.Criteria for selecting course participants | For the HR Management specialization |

1. Learning outcomes and course delivery
   1. Subject Objectives

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| No. | Subject Objectives |
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| C1 | The aim of the course is to acquire knowledge in the field of competence management. |
| C2 | The aim of the course is to acquire knowledge in the area of using the potential of employees. |
| C3 | The aim of the subject is to acquire knowledge about the methods of creating a competency profile. |
| C4 | The aim of the course is to acquire the skills to create competency models. |
| C5 | The aim of the course is to acquire the ability to analyze the potential of employees. |

* 1. Subject-specific learning outcomes, divided into knowledge , skills and competences , with reference to the directional learning outcomes

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| --- | --- | --- | --- | --- | --- | --- |
| No. | Description of subject  learning outcomes | Reference to  directional effects  learning (symbols) | Method of implementation (mark "X") | | | |
| ST | | NST | |
| Classes at the University | Activities on  the platform | Classes at the University | Activities on  the platform |
| After passing the course, the student knows and understands **the knowledge** | | | | | | |
| W1 | The student has knowledge in the field of competence management and the conditions for competence development | Z1\_W02  Z1\_W03  Z1\_W10 |  | X |  | X |
| W2 | The student has knowledge in the area of using the potential of employees |  | X |  | X |
| W3 | The student has knowledge about the methods of creating a competency profile |  | X |  | X |
| After passing the course, the student is **able** to: | | | | | | |
| U1 | The student is able to create competency models for a selected organization | Z1\_U08  Z1\_U13 | X |  | X |  |
| U2 | The student is able to conduct a personnel audit in a selected organization. | X |  | X |  |
| U3 | The student is able to analyze the potential of employees | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** | | | | | | |
| K1 | The student is ready to resolve dilemmas arising when designing competency models. | Z1\_K03 | X |  | X |  |

3.3. Forms of teaching and their number of hours - Full-time studies (ST), Part-time studies (NST)

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| Path | Lecture | Exercises | Design | Workshop | Laboratory | Seminar | Lecturer | Classes conducted using distance learning methods and techniques in the form of a lecture. | Other | **ECTS points** |
| **ST** |  |  | 30 |  |  |  |  | 30 |  | 6 |
| **NST** |  |  | 15 |  |  |  |  | 10 |  | 6 |

3.4. Content of education (separately for each form of classes: (W, ĆW, PROJ, WAR, LAB, LEK, OTHER). It should be marked (X) how the given content will be implemented (classes at the university or classes on the e-learning platform conducted using distance learning methods and techniques)

TYPE OF CLASS: LECTURE

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| --- | --- | --- | --- | --- | --- | --- |
| No. | Content of the course | Reference to subject-specific learning outcomes | Method of implementation (mark "X") | | | |
| ST | | NST | |
| **Classes at the University** | **Activities on  the platform** | **Classes at the University** | **Activities on  the platform** |
| 1. | Types of competencies | W1 |  | X |  | X |
| 2. | Competence features | W1 |  | X |  | X |
| 3. | Levels of competency management | W1, W2 |  | X |  | X |
| 4. | Competence management - external and internal conditions | W1 |  | X |  | X |
| 5. | Methods of measuring competences | W1, W2 |  | X |  | X |
| 6. | Competency profiles | W3 |  | X |  | X |
| 7. | Competency Management Process | W1 |  | X |  | X |
| 8. | Summary of classes and discussion of grades |  |  | X |  | X |

TYPE OF CLASS: PROJECT

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| --- | --- | --- | --- | --- | --- | --- |
| No. | Content of the course | Reference to subject-specific learning outcomes | Method of implementation (mark "X") | | | |
| ST | | NST | |
| **Classes at the University** | **Activities on  the platform** | **Classes at the University** | **Activities on  the platform** |
| 1. | Utilizing employee potential - analysis | U3 | X |  | X |  |
| 2. | Methodology for creating a competency profile | U1 | X |  | X |  |
| 3. | Competency models – practical dimension | U1 | X |  | X |  |
| 4. | Personnel audit | U2 | X |  | X |  |
| 5 | Preparation of a draft competency model for a selected organization | U1, U2, U3, K1 | X |  | X |  |
| 6. | Summary of classes and discussion of grades |  | X |  | X |  |

3.5. Methods of verifying learning outcomes (indication and description of methods of conducting classes and verification of achievement of learning outcomes and method of documentation)

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| --- | --- | --- | --- |
| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE | | | |
| W1-W3 | Lecture, discussion, case  study | As part of the verification  learning outcomes students write a test on the topics  discussed during the lecture. | Student graded tests stored on  remote platform  teaching |
| SKILLS | | | |
| U1-U3 | Solving tasks  problematic,  project preparation  regarding the development of a model  competence | As part of the verification of learning outcomes, students prepare a project  competency model for the selected organization  Evaluation criteria:  5.0 – the model contains a set of competencies important for the company divided into competency groups, detailed competencies and competency definitions are specified,  examples of behavior and a scale of proficiency level and  importance of competences  4.5 – the model contains a set of competencies important for the company divided into competency groups, detailed competencies, competency definitions and behavioral examples are specified. There is also a scale of importance  competence  4.0 – the model contains a set of competencies important for the company, divided into competency groups, detailed competencies, competency definitions and examples of behaviour are specified.  There is no scale of proficiency and importance of competencies  3.5 – the model includes a set of competencies, but without  division into groups of competences. There are specific competences. There is a lack of  examples of behavior and scale of importance  3.0 - model includes  only a set of competencies but without division into competency groups. There is a lack  specific competences, lack of definition  competencies and scale of proficiency and importance  2.0 – the developed model does not contain competencies that would be important for the company |  |
| SOCIAL COMPETENCES | | | |
| K1 | Solving problem-solving tasks, preparing a project concerning  model development  competence | As part of the verification  learning outcomes students prepare a project  competency model for the selected organization  Evaluation criteria:  5.0 – the model contains a set of competencies important for the company divided into competency groups, detailed competencies and competency definitions are specified,  examples of behavior and a scale of proficiency level and competency importance  4.5 – the model contains a set of competencies important for the company divided into competency groups, detailed competencies, competency definitions and behavioral examples are specified. There is also a scale of importance  competence  4.0 - the model contains a set of competencies important for the company, divided into competency groups, detailed competencies, competency definitions and examples of behaviour are specified.  There is no scale of proficiency and importance of competencies  3.5 – the model includes a set of competencies, but without  division into groups  competences. There are specific competences. There are no examples  behavior and importance scale  3.0 - model includes  only a set of competencies but without division into competency groups. There is a lack  specific competences, lack of definition  competencies and scale of proficiency and importance  2.0 – the developed model does not contain competencies that would be important for the company |  |

3.6. Assessment criteria for the achieved learning outcomes

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| --- | --- | --- | --- | --- | --- |
| Learning effect | For a grade of 3 or "pass."  the student knows and understands/is able to/is ready to | For a grade of 3.5, the student knows and understands/is able to/is ready to | For a grade of 4, the student knows and understands/is able to/is ready to | For a grade of 4.5, the student knows and understands/is able to/is ready to | For a grade of 5, the student knows and understands/is able to/is ready to |
| W | 51-60% of knowledge indicated in learning outcomes | 61-70% of knowledge indicated in learning outcomes | 71-80% of knowledge indicated in learning outcomes | 81-90% of knowledge indicated in learning outcomes | 91-100% of knowledge indicated in learning outcomes |
| U | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |
| K | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |

3.7. Literature

**Basic**

* Belbin R. Meredith, Management teams : why they succeed or fail, Routledge New York 2010
* Klikauer Thomas, Managing people in organizations, Red Globe Press London 2018
* Filipowicz G. Zarządzanie kompetencjami. Perspektywa firmowa i osobista. Wolters Kluwer 2024

**Supplementary**

* Rakowska Anna ; Babnik Katarina (red.), Human resources management challenges, ToKnow Press, Bangkok 2015.
* P. Propokowicz, Kompetencyjne testy sytuacyjne w rekrutacji, selekcji i ocenie pracowników, Warszawa 2014
* Oleksyn T., Zarządzanie kompetencjami: teoria i praktyka, Wolters Kluwer, Warszawa, 2017

4. Student workload - ECTS points balance

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| --- | --- | --- |
| **Types of student activity** | **Student Load** | |
| **ST** | **NST** |
| **Classes requiring direct contact between the student and the academic teacher at the university premises** | **60** | **25** |
| Classes included in the study plan | 60 | 25 |
| **Student's own work** | **90** | **125** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 45 | 60 |
| Preparation for passing classes | 45 | 65 |
| **TOTAL STUDENT HOURLY LOAD** | **150** | **150** |
| **Number of ECTS points** | **6** | **6** |

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| Last change date | 30/09/2024 |
| The changes were introduced | ZAZ Education Quality Team |
| The changes were approved | Mgr Anna Bielak |