#### card of course

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| Subject name | Personal Branding |

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 | Mgr Justyna Sprawka |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | Optional/practical |
| 2.2. Number of ECTS | 4 |
| 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 | Presentation of the process of creating a personal brand as one of the strategies for promoting people and companies. |
| C2 | Implementation of a project in the field of building a personal brand and its involvement in the synergistic promotion of the institution |
| C3 | Indicating the role of personal branding in management work |
| C4 | Learning to work in a team creating a personal brand |

* 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 effectslearning (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 | What is a personal brand and what is its role in promoting people and companies? | Z1\_W11Z1\_W13 |  | x |  | x |
| W2 | Ways and tools for building a personal brand |  | x |  | x |
| W3 | The role of a personal brand in building a professional personality |  | x |  | x |
| W4 | What does the process of building a personal brand look like? |  | x |  | x |
| After passing the course, the student is **able** to: |
| U1 | Build a conceptual project for building a personal brand | Z1\_U14Z1\_U18 | x |  | x |  |
| U2 | Use appropriate methods to implement the project | x |  | x |  |
| U3 | Construct the process of building a personal brand using selected tools, selected to achieve specific goals | x |  | x |  |
| U4 | Assess the benefits and risks of using a personal brand. | x |  | x |  |
| After completing the course, the student is ready to take part in **social competences.** |
| K1 | Recognizing opportunities and threats in the brand building process | Z1\_K02 | 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 |  |  |  | 15 |  | 4 |
| **NST** |  |  |  | 10 |  |  |  | 10 |  | 4 |

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 the effects in questionlearning | Method of implementation (mark "X") |
| ST | NST |
| **Classes at the University** | **Activities on the platform** | **Classes at the University** | **Activities on the platform** |
| 1. | Personal branding - concept, overview of definitions and basic concepts. | W1 |  | X |  | X |
| 2. | Classification and characterization of the basic components of a personal brand. | W2 |  | X |  | X |
| 3. | Personal Branding Strategies The essence of marketing strategy, ways of implementing marketing strategy to build a personal brand – theoretical issues | W2, W4 |  | X |  | X |
| 4. | The Role of Personal Branding in the Recruitment Process - Theoretical Issues | W3 |  | X |  | X |
| 5. | Personal brand vs. employer brand | W3 |  | X |  | X |
| 6. | Personal brand and cognitive biases related to personal branding – theoretical issues | W4 |  | X |  | X |
| 7. | Summary of classes - discussion of grades |  |  | X |  | X |

TYPE OF CLASS: WORKSHOP

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| --- | --- | --- | --- |
| No. | Content of the course | Reference to the effects in questionlearning | Method of implementation (mark "X") |
| ST | NST |
| **Classes at the University** | **Activities on the platform** | **Classes at the University** | **Activities on the platform** |
| 1 | Stages of building a personal brand | U1 | X |  | X |  |
| 2. | Personal Brand vs. Company Brand – Overview and Discussion | K1 | X |  | X |  |
| 3. | Analysis of the impact of personal branding on the success of professional goals – benefits of having a strong personal brand. Discussions. | U4 | X |  | X |  |
| 4. | Personal Branding Tools – Blog, Podcast, Video, Book, Public Speaking, Social Media, Newsletter | U2, U3 | X |  | X |  |
| 5. | Assessing the benefits and risks of using a personal brand | U4 | X |  | X |  |
| 6. | The process of building a personal brand – project | U1, U2, U3, U4, K1 | X |  | X |  |
| 7. | Summary of classes, project defense |  | X |  | X |  |

3.5. Methods of verifying learning outcomes (indicating and describing methods of conducting classes and verifying the achievement of learning outcomes, e.g. debate, case study, preparation and defense of a project, complex multimedia presentation, solving problem-solving tasks, situation simulations, study visit, simulation games + description of a given method):

* Lecture - Test containing a set of 16 questions (14 closed-ended, multiple choice questions and 2 open-ended questions).

Assessment criteria for the examination test:

Each closed question – 1 point (14 x 1 point = 14 points)

Each open question – 3 points (2 x 3 points = 6 points)

Total number of points to be won – 20 points

Percentage range and score for each rating:

Grade 3 (sufficient): 51 – 60% 11 – 12 points

Rating 3.5 (sufficient plus): 61 – 70% 13 – 14 points

Rating 4 (good): 71 – 80% 15 – 16 points

Rating 4.5 (good plus) 81 – 90% 17 – 18 points

Rating 5 (very good): 91 – 100% 19 – 20 points

* Workshop - Project presenting the concept of building your own brand - 100% final grade.

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| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE |
| W1-W4 | Informative lecture, discussion | Knowledge test – 100% of the final grade from the lecture | Graded test. |
| SKILLS |
| U1-U4 | Design thinking | A project presenting the concept of building your own brand - 100% final grade | Rated project. |
| SOCIAL COMPETENCES |
| K1 | Design thinking | A project presenting the concept of building your own brand - 100% final grade | Rated project. |

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**

1. Bogusławska Strawińska Anetta, Historia i definicja terminu personal branding. Zarys problematyki, w Socjolekt, Idiolekt, Idiostyl: Historia i współczesność, pod red. Urszuli Sokólskiej, Białystok 2017, [dostęp on-line: 08.05.2023] https://repozytorium.uwb.edu.pl/jspui/bitstream/11320/9697/1/Socjolekt\_-\_idiolekt\_-\_idiostyl.pdf
2. Kowal-Orczykowska A., PERSONAL BRANDING. Świadome kształtowanie wizerunku, CeDeWU, Warszawa, 2023
3. Kowal-Orczykowska A., Wszystko ma markę - ODNAJDŹ SWOJĄ! Personal branding - o świadomym kreowaniu wizerunku w zgodzie ze sobą, CeDeWU, Warszawa, 2021

**Supplementary**

1. Grzesiak M., Personal branding, czyli jak skutecznie zbudować autentyczną markę osobistą, Onepress, Gliwice, 2019
2. Piotrowski P., Świadomość wizerunku. Klucz do "Personal branding", Petrus, 2020

**Internet sources:**

1. https://malawielkafirma.pl/marka-osobista-personal-branding-dla-eksperta-specjalisty-przedsiebiorcy/
2. https://poradnikprzedsiebiorcy.pl/-na-czym-polega-personal-branding
3. https://harbingers.io/blog/personal-branding

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** | **45** | **20** |
| Classes included in the study plan | 45 | 20 |
| **Student's own work** | **55** | **80** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 30 | 40 |
| Preparation for passing classes | 25 | 40 |
| **TOTAL STUDENT HOURLY LOAD** | **100** | **100** |
| **Number of ECTS points** | **4** | **4** |

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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 |