#### 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 | English |
| 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 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 | The student has knowledge in the field of competence management and the conditions for competence development | Z1\_W02Z1\_W03Z1\_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\_U08Z1\_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, casestudy | As part of the verificationlearning outcomes students write a test on the topicsdiscussed during the lecture. | Student graded tests stored onremote platformteaching |
| SKILLS |
| U1-U3 | Solving tasksproblematic,project preparationregarding the development of a modelcompetence | As part of the verification of learning outcomes, students prepare a projectcompetency model for the selected organizationEvaluation 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 andimportance of competences4.5 – 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 importancecompetence4.0 – 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 competencies3.5 – the model includes a set of competencies, but withoutdivision into groups of competences. There are specific competences. There is a lack ofexamples of behavior and scale of importance3.0 - model includesonly a set of competencies but without division into competency groups. There is a lackspecific competences, lack of definitioncompetencies and scale of proficiency and importance2.0 – the developed model does not contain competencies that would be important for the company |  |
| SOCIAL COMPETENCES |
| K1 | Solving problem-solving tasks, preparing a project concerningmodel developmentcompetence | As part of the verificationlearning outcomes students prepare a projectcompetency model for the selected organizationEvaluation 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 importance4.5 – 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 importancecompetence4.0 - 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 competencies3.5 – the model includes a set of competencies, but withoutdivision into groupscompetences. There are specific competences. There are no examplesbehavior and importance scale3.0 - model includesonly a set of competencies but without division into competency groups. There is a lackspecific competences, lack of definitioncompetencies and scale of proficiency and importance2.0 – 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 |