#### card of course

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| Subject name | Crisis management |

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 |  |
| 1.6. Subject Coordinator | Mgr Szymon Włodarczyk |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | Directional/Practical |
| 2.2. Number of ECTS | 1 |
| 2.3. Language of lectures | English |
| 2.4. Semesters in which the subject is taught | II |
| 2.5.Criteria for selecting course participants |  |

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 present and analyze issues in the area of crisis management. |
| C2 | The aim of the course is to acquire skills in identifying crisis situations. |
| C3 | The aim of the course is to acquire the skills to develop a crisis plan. |
| C4 | The aim of the course is to acquire communication management skills in a crisis. |
| C5 | The aim of the course is to acquire the competence to critically evaluate the results of one's own work and to increase awareness of the importance of knowledge in solving problems in the field of crisis management. |

3.2. 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 | Possesses knowledge of crisis situations occurring in the organization, including the identification of crisis sources, types of crisis, and the course of crisis situations | Z1\_W02  Z1\_W05  Z1\_W06 | X |  | X |  |
| W2 | principles of work organization and creating a management strategy plan in the event of a crisis, knows how to manage communication in a crisis situation | X |  | X |  |
| W3 | Understands the role of managerial and leadership competences in a crisis situation | X |  | X |  |
| W4 | Understands how political, economic, cultural and social phenomena contribute to crisis situations in the enterprise. | X |  | X |  |
| After passing the course, the student is **able** to: | | | | | | |
| U1 | Is able to identify and interpret various crisis situations occurring in the organization. Is able to recognize their causes and effects | Z1\_U01  Z1\_U08  Z1\_U16  Z1\_U17 | X |  | X |  |
| U2 | Is able to develop a crisis management plan for a specific situation | X |  | X |  |
| U3 | Is able to interpret and perform basic functions in crisis management while using managerial competences | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** | | | | | | |
| K1 | Co-creation of projects related to crisis communication management | Z1\_K04 | 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 | Compulsory/additional classes conducted using distance learning methods and techniques in the form of  …… | Other | **ECTS points** |
| **ST** |  |  |  | 10 |  |  |  |  |  | 1 |
| **NST** |  |  |  | 10 |  |  |  |  |  | 1 |

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: WORKSHOP

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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. | Identification of crisis sources, main definitions of crisis, types of crisis | W1, W4, U1 | X |  | X |  |
| 2. | Analysis of the course of a crisis situation (symptoms, phases and end of the crisis) | W1, W4, U1 | X |  | X |  |
| 3. | Crisis response strategy | W1, W2, U2, U3, K1 | X |  | X |  |
| 4. | Managing Communication in Crisis Situations | W2, U2, U3, K1 | X |  | X |  |
| 5. | Manager-leader competencies in a crisis situation, self-assessment of crisis management | W2, W3 U2, U3, K1 | X |  | X |  |
| 6. | The stress aspect in a crisis situation | U2 | X |  | X |  |
| 7. | Summary of classes and discussion of grades |  | 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):

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| --- | --- | --- | --- |
| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE | | | |
| W1-W4 | Presentation of knowledge on the sources of crisis, definitions and types of crisis and identification of threats | As part of the course credit, students are tasked with developing a crisis management plan for a specific situation in groups. Before starting work, group members will prepare and present a division of responsibilities for the task. The assessment of the division of responsibilities will guarantee equal work input and thus an objective assessment of the course credit.  Example case:  *You run a company that processes agricultural and food products. The company entered international markets a few years ago. However, the pandemic and the war in Ukraine have caused a halt in exports and, as a result, a drop in revenue. 10 employees out of a staff of 20 have already left your company. You are also slowly losing customers. Regular customers constantly demand discounts and rebates. Running a business is no longer profitable. So what to do in such a situation* ?  The crisis management plan should include the following elements.  1. Identify all crises  2. The impact of crises on the functioning of the company  3. Development of anti-crisis measures  4.Who will be involved in the implementation of anti-crisis measures. | Students' work assessed |
| SKILLS | | | |
| U1-U3 | Specific crisis situations are resolved in task groups. | As part of the course credit, students are tasked with developing a crisis management plan for a specific situation in groups. Before starting work, group members will prepare and present a division of responsibilities for the task. Assessment of the division of responsibilities will guarantee equal work input and thus an objective assessment of the course credit.  Example case:  *You run a company that processes agricultural and food products. The company entered international markets a few years ago. However, the pandemic and the war in Ukraine have caused a halt in exports and, as a result, a drop in revenue. 10 employees out of a staff of 20 have already left your company. You are also slowly losing customers. Regular customers constantly demand discounts and rebates. Running a business is no longer profitable. So what to do in such a situation* ?  The crisis management plan should include the following elements.  1. Identify all crises  2. The impact of crises on the functioning of the company  3. Development of anti-crisis measures  4.Who will be involved in the implementation of anti-crisis measures. | Students' work assessed |
| SOCIAL COMPETENCES | | | |
| K1 | Specific crisis situations are resolved in task groups. | As part of the course credit, students are tasked with developing a crisis management plan for a specific situation in groups. Before starting work, group members will prepare and present a division of responsibilities for the task. Assessment of the division of responsibilities will guarantee equal work input and thus an objective assessment of the course credit.  Example case:  *You run a company that processes agricultural and food products. The company entered international markets a few years ago. However, the pandemic and the war in Ukraine have caused a halt in exports and, as a result, a drop in revenue. 10 employees out of a staff of 20 have already left your company. You are also slowly losing customers. Regular customers constantly demand discounts and rebates. Running a business is no longer profitable. So what to do in such a situation* ?  The crisis management plan should include the following elements.  1. Identify all crises  2. The impact of crises on the functioning of the company  3. Development of anti-crisis measures  4.Who will be involved in the implementation of anti-crisis measures. | Students' work assessed |

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:**

* Żurkowska Beata (red.), Management: new challenges, Politechnika Lubelska, Lublin, 2012.
* Grodzki R., Zarządzanie kryzysowe : dobre praktyki, Difin, Warszawa, 2020
* Moczydłowska J. M., Kowalewski K., Zjawiska kryzysowe w organizacji : diagnoza i zarządzanie, Difin, Warszawa, 2024

**Supplementary:**

* Griffin Ricky W. Fundamentals of management, CENGAGE Learning, Boston 2016
* Anthonissen Peter Frans [red.]: Komunikacja kryzysowa, Warszawa, Wolters Kluwer, 2013
* Ciekanowski Zbigniew, Nowicka Julia, Wyrębek Henryk:  Zarządzanie zasobami ludzkimi w sytuacjach kryzysowych, Warszawa, CeDeWu, 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** | **10** | **10** |
| Classes included in the study plan | 10 | 10 |
| **Student's own work** | **15** | **15** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 8 | 8 |
| Preparation for passing classes | 7 | 7 |
| **TOTAL STUDENT HOURLY LOAD** | **25** | **25** |
| **Number of ECTS points** | **1** | **1** |

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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 |