#### card of course

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| Subject name | Managerial competences |

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 Paweł Prokop |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | Directional/Practical |
| 2.2. Number of ECTS | 3 |
| 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 | Acquiring knowledge about the qualifications of managers and the tasks they face |
| C2 | Acquiring knowledge about the processes taking place in the area of managerial competence management |
| C3 | Acquiring skills in designing portfolios of competencies |
| C4 | Acquiring skills in selecting and using tools and techniques for examining managerial competences |
| C5 | Acquiring the ability to analyze competency gaps |

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 | | | |
| 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 of the role and tasks performed by managers and the competencies necessary to perform this function in a challenging environment | Z1\_W02  Z1\_W03  Z1\_W06 | X |  | X |  |
| W2 | The student has knowledge about the processes taking place in the area of management of managerial competences | X |  | X |  |
| W3 | Knows the tools and techniques for examining managerial competencies | X |  | X |  |
| After passing the course, the student is **able** to: | | | | | | |
| U1 | The student is able to perform tasks related to the design and use of competence portfolios | Z1\_U04  Z1\_U08  Z1\_U13 | X |  | X |  |
| U2 | The student is able to select and use tools and techniques to examine managerial competences. | X |  | X |  |
| U3 | The student is able to recognize his/her competence gaps and is able to determine directions for his/her development | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** | | | | | | |  |  |  |
| K1 | The student is able to critically evaluate his/her work, notices the strengths and weaknesses of his/her work | Z1\_K01  Z1\_K02 | X |  | X |  |
| K2 | The student is focused on the implementation of assigned tasks, knows their purpose and results | 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 ………………. | Other | **ECTS points** |
| **ST** |  |  |  | 30 |  |  |  |  |  | 3 |
| **NST** |  |  |  | 15 |  |  |  |  |  | 3 |

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. | Tasks and qualifications of managers | W1 | X |  | X |  |
| 2. | Processes taking place in the area of managerial competence management | W1 | X |  | X |  |
| 3. | Designing competency portfolios | U1, K1, K2 | X |  | X |  |
| 4. | Tools and techniques for examining managerial competences | W3, U2, K1, K2 | X |  | X |  |
| 5. | Competency gap analysis | U2, K1, K2 | X |  | X |  |
| 6. | Purpose and implementation – delegating tasks, setting goals and monitoring work progress | W1, K2 | X |  | X |  |
| 7. | Managerial courage | W1 | X |  | X |  |
| 8. | Leadership in the work of a manager | W1,W2,U1 | X |  | X |  |
| 9. | Creative solutions in the area of competence management | W2, U1, U2, U3 | X |  | X |  |
| 10. | Manager and leader exposure | W2, K1, K2 | X |  | X |  |
| 11. | 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):

The subject of the final assessment is the preparation of an oral presentation consisting of two parts:

* The first one will concern the execution of a task (solving a managerial problem) checking the effects of education in terms of knowledge. The student will present the process of assessing and developing their own and subordinate employees' competences and will also present techniques and methods of their verification. In addition, the student will present the tasks of a manager in any managerial position (operational tasks, tasks related to interpersonal relations, conceptual).
* The second part of the oral presentation (verifying skills) will concern the presentation of one's own competences, i.e. indicating (with a short justification) what key competences we have in the area of: knowledge, skills, attitudes and talents. Then, an analysis of competence gaps will be made, i.e. determining the differences (deficiencies) between the state we have (competences we have today) and the desired state (optimal for achieving the intended goals), together with indicating actions to improve (increase) competences. These may be training projects, own work, using mentoring support, useful literature.

**Evaluation criteria** :

Score 5.0 – the student has solid knowledge of the assessment and development of their own and subordinate employees' competencies, presents in detail the techniques and methods of their verification and comprehensively presents the tasks of a manager in a given position. The student has a fully solid awareness of their own competencies in terms of knowledge, skills, attitudes and talents and is able to present them together with justification. They are also fully aware of competency gaps and are able to consciously present all activities aimed at improving these competencies. The oral presentation is very good in terms of content and presented in an attractive form.

Score 4.5 – the student has a high level of knowledge about the assessment and development of their own and subordinate employees' competencies, presents in detail the techniques and methods of their verification and presents the tasks of a manager in a specific position. The student has a well-established awareness of their own competencies in terms of knowledge, skills, attitudes and talents and is able to present them together with justification. He is also aware of competency gaps (gaps and deficits) and is able to present actions aimed at increasing these competencies. The oral presentation is good in terms of content and presented in an interesting form.

Grade 4.0 – the student has a good level of knowledge about the assessment and development of their own and subordinate employees' competencies, presents techniques and methods for their verification and presents the tasks of a manager in a given position. The student is aware of their own competencies in terms of knowledge, skills, attitudes and talents and is able to present them together with justification. They are also aware of competency gaps and are able to present in a good way actions aimed at improving these competencies. The oral presentation is good in terms of content and presented in an interesting way.

Grade 3.5 – the student has correct knowledge of the assessment and development of their own and subordinate employees' competencies, is able to present techniques and methods of their verification and present the tasks of a manager in a specific position. The student is able to correctly present their competencies in terms of knowledge, skills, attitudes and talents. They know their competency deficits and are able to indicate selected actions to improve these competencies. The oral presentation is substantively correct.

Score 3.0 – the student has a low (but acceptable) level of knowledge about the assessment and development of their own and subordinate employees' competencies, presents in detail the basics of the technique and methods of their verification and presents the tasks of a manager in a specific position. The student is able to present the competencies in the scope of knowledge, skills, attitudes and talents in a satisfactory manner. Is able to indicate their own competency gaps in a satisfactory manner and partially indicate actions aimed at improving these competencies. The oral presentation is correct in terms of content.

Score 2.0 – the student does not have knowledge about the assessment and development of their own and subordinate employees' competencies, is unable to present techniques and methods of their verification and present the tasks of a manager in a specific position. The student is unable to present the competencies they possess in a satisfactory manner. He is also unable to indicate competency gaps. The oral presentation is substantively incorrect

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| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE | | | |
| W1-W3 | Case study, discussion, problem solving | Preparing an oral presentation (described above) | Oral exam report |
| SKILLS | | | |
| U1–U3 | Case study, discussion, problem solving | Preparing an oral presentation (described above) | Oral exam report |
| SOCIAL COMPETENCES | | | |
| K1–K2 | Case study, discussion, problem solving | Preparing an oral presentation (described above) | Oral exam report |

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. Armstrong, Michael, How to be an even better manager: a complete a-z of proven techniques and essential skills, Kogan Page, New York 2017
2. Klikauer Thomas, Managing people in organizations, Red Globe Press, London 2018.
3. Rogers, Jennifer. Menedżer jako coach : nowoczesny styl zarządzania /Jenny Rogers, Karen Whittleworth, Andrew Gilbert ;przekł.: Katarzyna Konarowska, Dorota Porażka. Sopot : Gdańskie Wydawnictwo Psychologiczne, 2016

**Supplementary:**

1. Belbin R. Meredith, Management teams: why they succeed or fail Routledge, New York, 2010
2. Katarzyna Szczepańska – Woszczyna, Kompetencje menedżerskie w kontekście innowacyjności przedsiębiorstwa, Wydawnictwo Naukowe PWN 2017
3. Wiesław Porosło, Olga Rzycka, Menedżer coachem. Jak rozmawiać, by osiągnąć rezultaty, Wydawnictwo Oficyna 2015

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** | **30** | **15** |
| Classes included in the study plan | 30 | 15 |
| **Student's own work** | **45** | **60** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 25 | 30 |
| Preparation for passing classes | 20 | 30 |
| **TOTAL STUDENT HOURLY LOAD** | **75** | **75** |
| **Number of ECTS points** | **3** | **3** |

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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 |