

## Subject card

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                          |                                         |                                     |                                                |            |     |
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| Subject name and code                       | Image Building of the Candidate on the Labor Market, PG_00155558                                                                                                                                                                                                                                                                                                                                                      |                                                          |                                         |                                     |                                                |            |     |
| Field of study                              | Management                                                                                                                                                                                                                                                                                                                                                                                                            |                                                          |                                         |                                     |                                                |            |     |
| Date of commencement of studies             | October 2024                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          | Academic year of realisation of subject |                                     | 2025/2026                                      |            |     |
| Education level                             | Master's studies                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          | Subject group                           |                                     | Obligatory subject group in the field of study |            |     |
| Mode of study                               | full-time studies                                                                                                                                                                                                                                                                                                                                                                                                     |                                                          | Mode of delivery                        |                                     | at the university                              |            |     |
| Year of study                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                          | Language of instruction                 |                                     | Polish                                         |            |     |
| Semester of study                           | 4                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                          | ECTS credits                            |                                     | 1.0                                            |            |     |
| Learning profile                            | academic                                                                                                                                                                                                                                                                                                                                                                                                              |                                                          | Assessment form                         |                                     | credit                                         |            |     |
| Conducting unit                             | Zakład Zarządzania Zasobami Ludzkimi -> Department of Organisation and Management -> Faculty of Management -> Rector                                                                                                                                                                                                                                                                                                  |                                                          |                                         |                                     |                                                |            |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor                                                                                                                                                                                                                                                                                                                                                                                                    |                                                          | dr hab. Tomasz Kawka                    |                                     |                                                |            |     |
|                                             | Teachers                                                                                                                                                                                                                                                                                                                                                                                                              |                                                          | mgr inż. Alan Balla                     |                                     |                                                |            |     |
| Lesson types                                | Lesson type                                                                                                                                                                                                                                                                                                                                                                                                           | Lecture                                                  | Tutorial                                | Laboratory                          | Project                                        | Seminar    | SUM |
|                                             | Number of study hours                                                                                                                                                                                                                                                                                                                                                                                                 | 0.0                                                      | 15.0                                    | 0.0                                 | 0.0                                            | 0.0        | 15  |
|                                             | E-learning hours included: 0.0                                                                                                                                                                                                                                                                                                                                                                                        |                                                          |                                         |                                     |                                                |            |     |
| Learning activity and number of study hours | Learning activity                                                                                                                                                                                                                                                                                                                                                                                                     | Participation in didactic classes included in study plan |                                         | Participation in consultation hours |                                                | Self-study | SUM |
|                                             | Number of study hours                                                                                                                                                                                                                                                                                                                                                                                                 | 15                                                       |                                         | 2.0                                 |                                                | 8.0        | 25  |
| Subject objectives                          | Development of the ability to build a positive image of the candidate for the needs of selection processes with a potential employer. Recognition and awareness of one's own professional potential in the context of employers' requirements. Development and consolidation of competencies necessary to prepare modern application documents for work in the form of workshop classes using audiovisual techniques. |                                                          |                                         |                                     |                                                |            |     |

| Learning outcomes | Course outcome                                                                                                                                                                                                                                            | Subject outcome                                                                                                                                                                                                                                                                                                                                                                               | Method of verification                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|                   | [ZARZMU2_U10] The student has an in-depth ability to prepare written works and multimedia presentations on specific issues in management and quality studies, present them, and lead discussions in Polish and foreign languages.                         | Has an in-depth ability to prepare one's own employment application and develops oral and presentation skills in Polish regarding issues of one's own professional potential                                                                                                                                                                                                                  | [SU2] presentation/project/paper/report      |
|                   | [ZARZMU2_K06] The student is ready to work in, contribute to or manage groups. Takes the initiative when working in a group. The student can lead and supervise a team.                                                                                   | Has extensive knowledge of teamwork and a human being as a person who rationally builds his/her own image in order to meet his/her own needs and motivation to get a job                                                                                                                                                                                                                      | [SK1] oral statement/conversation/discussion |
|                   | [ZARZMU2_W11] The student knows and understands in an in-depth manner the principles of obtaining and using various types of resources in the implementation of the development objectives of the enterprise.                                             | Is able to present his/her opinion and issue in a way that is understandable to others, - boldly (but thoughtfully) expresses his/her opinion, is not afraid to ask questions, - is able to participate in discussions in a cultured manner, - is able to express constructive criticism, - is able to communicate by presenting his/her advantages and strengths of professional preparation | [SW2] presentation/project/paper/report      |
|                   | [ZARZMU2_K02] The student is aware of the need to supplement and expand the acquired knowledge and skills and strives to combine knowledge from different fields and disciplines of science interdisciplinarily. The student can inspire others to learn. | Uses knowledge acquired during workshops in a creative and original way, building his/her own unique profile of verbal and non-verbal communication                                                                                                                                                                                                                                           | [SK6] demonstration of practical skills      |

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Subject contents | <p><b>Workshop #1</b></p> <p>Analysis of the individual development potential of a university graduate in the context of current employer expectations - diagnosis of potential student development directions - diagnosis of preferred group roles and professional expectations in the context of assessment and analysis of generation Z on the labor market</p> <ul style="list-style-type: none"> <li>- diagnosis of leadership attitudes and behaviors and the ability to influence others</li> <li>- diagnosis of one's own communication skills</li> <li>- diagnosis of one's own strengths and possible limitations</li> </ul> <p>Individual and group analysis of the results and attitudes of students' work during the workshop</p> <p><b>Workshop #2</b></p> <p>Shaping the skills of constructing an employment application</p> <p>in accordance with the current requirements of the labor market</p> <ul style="list-style-type: none"> <li>- principles of writing and building a positive message in a CV</li> <li>- principles of writing and building a positive message in a cover letter</li> <li>- shaping a positive professional image using audiovisual techniques</li> <li>- traps and dangers of writing an employment application</li> <li>- building one's own professional image using social networking sites</li> </ul> <p>Individual and group analysis of the results and attitudes of students' work during the workshop</p> <p><b>Workshop #3</b></p> <p>Shaping effective self-presentation in terms of interpersonal communication</p> <ul style="list-style-type: none"> <li>- principles of effective public speaking</li> <li>- principles of effective image building at the level of verbal communication during a job interview</li> <li>- principles of effective image building at the level of non-verbal communication during a job interview</li> <li>- traps and mistakes in building a persuasive self-presentation</li> <li>- self-diagnosis of speeches and self-presentation using audiovisual techniques</li> </ul> <p>Individual and group analysis of the results and attitudes of students' work during the workshop</p> <p><b>Workshop #4</b></p> <p>Shaping effective behaviors during a job interview</p> |
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|                                                                  | <ul style="list-style-type: none"><li>- principles of building effective tactics for answering the selector's questions</li><li>- principles of skillfully discussing your potential and experience according to the assumptions of the STAR behavioral interview</li><li>- traps and dangers of lack of control over behavior and statements during a job interview</li><li>- learning the methodology of conducting the selection process according to current employer standards</li><li>- workshop on recruitment behavior during interviews using audiovisual techniques</li></ul> <p><b>Workshop #5</b></p> <p>Individual and group analysis of the results and attitudes of students' work during all workshops and an attempt to identify a description of one's own professional competence potential on the labor market</p> <p>Joint analysis of one's own speeches and diagnosis of strengths and weaknesses of self-presentation on the job market</p> |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                    |                      |       |                                  |        |       |  |  |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------|----------------------------------|--------|-------|--|--|
| Prerequisites and co-requisites                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                    |                      |       |                                  |        |       |  |  |
| Assessment methods and criteria                                  | <table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td>Self-presentation in the form of a speech using video technology</td><td>100.0%</td><td>60.0%</td></tr><tr><td>Active participation in classes.</td><td>100.0%</td><td>40.0%</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Subject passing criteria      | Passing threshold                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Percentage of the final grade | Self-presentation in the form of a speech using video technology                                                                                                                                                                                                                                                   | 100.0%               | 60.0% | Active participation in classes. | 100.0% | 40.0% |  |  |
| Subject passing criteria                                         | Passing threshold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Percentage of the final grade |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                    |                      |       |                                  |        |       |  |  |
| Self-presentation in the form of a speech using video technology | 100.0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60.0%                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                    |                      |       |                                  |        |       |  |  |
| Active participation in classes.                                 | 100.0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 40.0%                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                    |                      |       |                                  |        |       |  |  |
| Recommended reading                                              | <table><tr><td>Basic literature</td><td><ol style="list-style-type: none"><li>1. Wywieranie wpływu na ludzi. Teoria i praktyka, GWP, 2014</li><li>2. Hogan K. Psychologia perswazji, Wydawnictwo Jacek Santorski&amp; CO, Warszawa 2001</li><li>3. Eggert, M. Doskonałe odpowiedzi na pytania zadawane podczas rozmów kwalifikacyjnych. Rebis, Poznań, 2009</li><li>4. Hodgson, S. Rozmowa kwalifikacyjna: błyskotliwe odpowiedzi na podchwytliwe pytania. Polskie Wydawnictwo Ekonomiczne, Warszawa, 2013</li></ol></td></tr><tr><td>Supplementary literature</td><td><ol style="list-style-type: none"><li>1. Leary, M. Wywieranie wrażenia na innych. O sztuce autoprezentacji. Gdańsk: Gdańskie Wydawnictwo Psychologiczne, 2007</li><li>2. Turniak G., Santorski J., Alchemia kariery. Bierz życie w swoje ręce., Jarosław Szulski &amp; Co. Dom wydawniczy, Warszawa 2012</li></ol></td></tr><tr><td>eResources addresses</td><td></td></tr></table>          | Basic literature              | <ol style="list-style-type: none"><li>1. Wywieranie wpływu na ludzi. Teoria i praktyka, GWP, 2014</li><li>2. Hogan K. Psychologia perswazji, Wydawnictwo Jacek Santorski&amp; CO, Warszawa 2001</li><li>3. Eggert, M. Doskonałe odpowiedzi na pytania zadawane podczas rozmów kwalifikacyjnych. Rebis, Poznań, 2009</li><li>4. Hodgson, S. Rozmowa kwalifikacyjna: błyskotliwe odpowiedzi na podchwytliwe pytania. Polskie Wydawnictwo Ekonomiczne, Warszawa, 2013</li></ol> | Supplementary literature      | <ol style="list-style-type: none"><li>1. Leary, M. Wywieranie wrażenia na innych. O sztuce autoprezentacji. Gdańsk: Gdańskie Wydawnictwo Psychologiczne, 2007</li><li>2. Turniak G., Santorski J., Alchemia kariery. Bierz życie w swoje ręce., Jarosław Szulski &amp; Co. Dom wydawniczy, Warszawa 2012</li></ol> | eResources addresses |       |                                  |        |       |  |  |
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| Example issues/<br>example questions/<br>tasks being completed   | <ul style="list-style-type: none"><li>• Rules for writing and building a positive message in a CV</li><li>• Assumptions for building your own professional image using social media</li><li>• What is Employer Branding</li><li>• Principles for skillfully discussing your potential and experience according to the assumptions of the STAR behavioral interview</li><li>• The idea of non-verbal communication in building an image on the labor market</li><li>• Advantages and disadvantages of Generation Z in the work environment</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                    |                      |       |                                  |        |       |  |  |
| Work placement                                                   | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                    |                      |       |                                  |        |       |  |  |

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