



COURSE DESCRIPTION CARD - SYLLABUS

Course name

Competence Marketing [S2IZarz1-ZZiPP>MK]

Course

Field of study

Engineering Management

Year/Semester

1/2

Area of study (specialization)

Enterprise Resource and Process Management

Profile of study

general academic

Level of study

second-cycle

Course offered in

Polish

Form of study

full-time

Requirements

compulsory

Number of hours

Lecture

0

Laboratory classes

15

Other (e.g. online)

0

Tutorials

0

Projects/seminars

15

Number of credit points

3,00

Coordinators

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Lecturers

Prerequisites

Knowledge and skills acquired during the following courses: marketing, human resources management, marketing research (research with the use of secondary sources).

Course objective

Acquiring knowledge and skills in marketing management of competences, accounted for as resources and products.

Course-related learning outcomes

Knowledge:

The student defines how advanced information modeling methods and tools are used to create and optimize a personal competency profile and plan a marketing-mix of personal competencies [P7S_WG_02].

The student describes how contextual science is applied in the context of competency marketing, including the use of IT tools for competency modeling and promotion [P7S_WG_04].

The student characterizes organizational relationships affecting employer branding and competency marketing in network organizations [P7S_WG_06].

Skills:

The student analyzes and formulates competency marketing strategies, assessing the compatibility of personal competency profile with job positions [P7S_UW_01].

The student forecasts and models complex processes related to employer branding, using advanced management methods [P7S_UW_02].

The student designs effective employer branding campaigns, taking into account compliance with marketing objectives and other subsystems of the enterprise [P7S_UW_04].

The student interprets the results of marketing research on the effectiveness of employer branding activities and uses the data to optimize marketing strategies [P7S_UW_06].

Social competences:

The student demonstrates the ability to integrate and apply knowledge from various scientific fields, such as marketing, management and information technology, to effectively solve problems related to competence marketing. He/she is prepared to work effectively in project teams where he/she can apply his/her interdisciplinary knowledge [P7S_KK_01].

The student identifies and manages key factors affecting the effectiveness of employer branding marketing activities [P7S_KK_02].

The student designs and implements effective marketing projects, focusing on employer branding and competence marketing. The student is able to identify the key elements of effective employer branding, create marketing strategies and supervise their implementation, ensuring consistency with the company's goals and values. [P7S_KO_01]

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Laboratories: formative assessment: an ongoing analysis of individual work progress, help in solving doubts and problems; in the middle of the semester, the assessment of the partial results of the students' work - pass threshold - minimum 51%; summary assessment: final assessment of the developed solution - pass threshold - minimum 51%.

Project: formative assessment: an ongoing analysis of the progress and correctness of a teamwork, help in solving doubts and problems; in the middle of the semester, the assessment of the partial results of the students' work - pass threshold - minimum 51%; final assessment of the developed project result - pass threshold - minimum 51%.

Programme content

The programme includes planning marketing activities in relation to competences perceived as objects of exchange on the market.

Course topics

Laboratories: marketing-mix planning for personal competencies; modeling a personal competence profile, using IT tools in modeling personal competence profile, identifying reference models of workstations, and analyzing the compliance of personal competence profile with the identified models.

Project: designing campaigns and/or employer branding systems in enterprises, designing job offers compatible with company's employer branding system, ensuring compliance of the employer branding systems with other subsystems in the company, particularly with its marketing system and marketing objectives; assessment of marketing benefits resulting from the employer branding; designing research on the results of employer branding activities.

Teaching methods

Laboratories: laboratory method with elements of workshop method - an individual work.

Project: project method - projects in subgroups.

Bibliography

Basic:

1. Wyzwania nowoczesnego zarządzania zasobami ludzkimi (2020), Graczyk-Kucharska, M., Spychała, M., Goliński, M., Szafrański, M. (red.), Instytut Naukowo-Wydawniczy "Spatium", Radom.

2. Szafranski, M. (2019), Threefold Nature of Competences in Enterprise Management: A Qualitative Model, Tomé, E., Cesário, F., Soares, R. R. (Eds), Proceedings of the 20th European Conference on Knowledge Management, Universidade Europeia de Lisboa, Lisbon, Portugal, 5-6 September 2019, Vol 2, pp. 1006-1015. + tłumaczenie.
3. Szafranski M., Więcek-Janka E. (2017), Zastosowania marketingu kompetencji w ofertach pracy - wyniki badań, Handel wewnętrzny, nr 6, s. 372-385.
4. Szafranski M. (2017), Problem of language used to describe competences in the management of acceleration in the creation of knowledge resources in businesses, Procedia Engineering, No 182, pp. 679 - 686 + tłumaczenie.
5. Dąbrowska J. (2014), Przegląd wybranych koncepcji employer brandingowych, [w:] K. Kubiak (red.), Employer Branding w teorii i praktyce, Wyższa Szkoła Promocji, Warszawa, s. 13-32
6. The acceleration of development of transversal competences, M. Szafranski, M. Golinski, H. Simi (editors), Centria University of Applied Sciences, Kokkola, 2017.
7. Szafranski M., Graczyk-Kucharska M., Goliński M., Spychała M. (2019), Badanie znajomości marek przedsiębiorstw na potrzeby zewnętrznego employer branding - wyniki badań studentów Politechniki Poznańskiej, Przegląd Organizacji, nr 2, s. 21-29.
8. Szafranski M. (2017), Models of businesses' support for technical knowledge development in Wielkopolska Region - a quality approach; in: Conference Proceedings, Engines of Urban and Regional Development, 6th Central European Conference in Regional Science, Banska Bystrica, pp. 128-137.
9. Szafranski, M., Goliński, M., Graczyk-Kucharska, M., Spychała, M. (2019), Cooperation of Education and Enterprises in Improving Professional Competences-Analysis of Needs, in: Hamrol A., Grabowska M., Maletic D., Woll R., Advances in Manufacturing II, Springer, Cham, pp. 155-168.
10. Instrukcje wykorzystania platformy: system.zawodowcy.org

Additional:

1. Szafranski, M. (2022), Modelowanie wymagań kompetencyjnych na stanowiskach pracy. Ujęcie teoretyczne i praktyczne, Wydawnictwo Politechniki Poznańskiej, Poznań
2. SZAFRĄŃSKI M., MAZUR M., GRZEGORCZYK J. (2017), Wspomaganie zarządzania jakością procesów pracy w przedsiębiorstwach przez diagnozowanie stanów kompetencji, w: Zeszyty Naukowe Politechniki Poznańskiej, Organizacja i Zarządzanie, nr 73, s. 253-271.
3. Spychała M., Szafranski M., Graczyk-Kucharska M., Goliński M. (2017), The Method of Designing Reference Models of Workstations, in: Proceedings of the 18th European Conference on Knowledge Management ECKM 2017, Edited by F. Marimon, M. Mas-Machuca, J. Berbegal-Mirabent, R. Bastida, Academic Conferences and Publishing International Limited, Barcelona, pp. 930-939.
4. Szafranski M., Graczyk-Kucharska M., Dworek T., Mazur M., Przybylski R. (2017), Wykorzystanie badań eyetrackingowych do doskonalenia systemów informacyjnych na przykładzie system.zawodowcy.org, w: Wybrane zagadnienia zarządzania współczesnymi przedsiębiorstwami, pod red. L. Kiełtyki i P. Kobisa, Wydawnictwo Politechniki Częstochowskiej, Częstochowa, s. 159-172.
5. Graczyk-Kucharska M., Szafranski M., Goliński M., Spychała M. , The acceleration method of development of transversal competences in the students' practical training, In: Cooperation of Universities and Employers for Quality and Relevance of Education, E.V. Viktorova (ed.), Publishing House of Saint-Petersburg State University of Economics, Saint-Petersburg, pp. 29-46.
6. Graczyk-Kucharska, M., Özmen, A., Szafranski, M., Weber, G. W., Goliński, M., & Spychała, M. (2019). Knowledge accelerator by transversal competences and multivariate adaptive regression splines, Central European Journal of Operations Research, 1-25. <https://doi.org/10.1007/s10100-019-00636-x>.

Breakdown of average student's workload

	Hours	ECTS
Total workload	75	3,00
Classes requiring direct contact with the teacher	30	1,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	45	2,00