

<b>The Jerzy Kukuczka Academy of Physical Education in Katowice Faculty of Sport and Tourism Management</b>			
Field of study and level of education:	Management – 2nd degree		Mode of study: Full / Part time
Course title	<b>SELF-MANAGEMENT</b>		
Name of the group of items and its symbol	<b>Module in the area of social sciences</b>		<b>GNS</b>
Education profile	general - academic		
Language of instruction	english		
Subject implementation form	mandatory	optional	X
Specialty	<b>all specialties</b>		
Year of study	second degree		
Semester	second		
Number of ECTS points	2		
Title / degree, name and surname lecturer	Agnieszka Chęcińska-Kopiec PhD		
Directional learning effects - symbols	Learning outcomes		
<b>KNOWLEDGE</b>			
K_W01; K_W02;	K1	Students have the basic knowledge in the field of business management, time management, and can define the basic concepts in the field of management	
K_W11; K_W16;	K2	In decisions to be taken in work-life, in practice and behavior, students can use the information acquired in the field of business and management, people behaviours	
K_W14; K_W19;	K3	knows the principles of evaluation of entrepreneurial and effective activities and formulates the principles of making analyzes and management systems of organizations	
<b>SKILLS</b>			
K_U15; K_U17	S1	Students can communicate appropriately with people who will work under their responsibility, they can convey information about work on tasks assigned; verbally and orally accurate and on time,	
K_U20; K_U21	S2	Students can behave in accordance with the organization's business and social ethical values	
K_U15; K_U16	S3	Students can clearly describe practices/applications related to business management to colleagues, superiors and to people and groups and can do well in team-works,	
<b>SOCIAL COMPETENCE</b>			
K_K01; K_K02	C1	With the awareness of need for life-long learning, they can follow progress in science and technology and can constantly renew themselves.	
K_K09; K_K04	C2	By using the information gained in the field of business and management, students can perform tasks and responsibilities assigned,	
K_K05; K_K03	C3	Students have enough awareness in universality of social rights, social justice, quality, cultural and historical values, environmental protection, occupational health and safety issues,	
Course contents	1-2. The role of the individual in self- assessment for leadership development (self-confidence; persistence and resilience; patience and emotional regulations). 3. Inspiring the development of emotional, social and cognitive		

	<p>intelligence competencies in managers.</p> <ol style="list-style-type: none"> <li>4. Problems in managing the self- assessment process for leaders- to-be.</li> <li>5. Assessing leadership and the leadership gap.</li> <li>6. Emotional intelligence and interpersonal competencies.</li> <li>7. Personal goals for self- directed leaders: traditional and new perspectives.</li> <li>8. Self- directed work teams: best practices for leadership development.</li> <li>9. Work motivations, job behaviours and flourishing in work and life.</li> <li>10. Self- assessment and self- development of global leaders.</li> <li>11. Preparing next generation business leaders.</li> <li>12. Leadership development for all – cases study.</li> <li>13. Learning from life experiences – cases study.</li> </ol>
Prerequisites and additional requirements	knowledge of the English language at an advanced level in speech, writing and understanding
compulsory literature	<ol style="list-style-type: none"> <li>1. Strengths Based Leadership, Rath Tom, Gallup Press, 2018</li> <li>2. People and Self MANAGEMENT Team Leader Development Series Sally Palmer OXFORD BOSTON JOHANNESBURG MELBOURNE NEW DELHI SINGAPORE, ISBN 0 7506 3861.</li> <li>3. Self-Management and Leadership Development, Mitchell G. Rothstein, Ronald J. Burke, Canada NEW HORIZONS IN MANAGEMENT Edward Elgar Cheltenham, UK • Northampton, MA, USA, 2010.</li> <li>4. Emotional Intelligence in the Workplace (Mendelson Richard a), Lambert Academic, 2015.</li> </ol>
Additional literature	<ol style="list-style-type: none"> <li>1. Cherniss, C. Social and emotional competence in the workplace. In R. Bar-On &amp; J. D. A. Parker (Eds.), The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace (pp. 433-458). San Francisco, CA, US: Jossey-Bass. 2000.</li> <li>2. The Influence of New Media on the Customer's Behavior on the Market., Agnieszka Chęcińska Kopiec (Agnieszka Chęcińska Zaucha) 2015.</li> </ol>
Planned forms / activities / didactic methods	<p>Lecture: lecture with elements of discussion</p> <p>Workshops / exercises</p> <ul style="list-style-type: none"> <li>• Simulation and case study analysis - conducted with activating methods;</li> <li>• solving selected problems in task-design teams</li> </ul>
Assessment methods	Grading / Examination
Assessment methods of learning outcomes	<p>Lecture: written test with open / closed questions or computational tasks</p> <p>Exercises / workshops: students perform specific tasks and solve team problems in group work;</p>
Criteria for assessing the achievement of the learning outcomes	<p>Assessment criteria for passing:</p> <ol style="list-style-type: none"> <li>1. To develop independently or in a group a given problem - a project, a multimedia presentation, an oral presentation, and activity during classes</li> <li>2. It is considered to be of sufficient value when the student: <ol style="list-style-type: none"> <li>a) develop the given issue - project</li> </ol> </li> <li>3. Formal requirements for receiving the pass mark: <ol style="list-style-type: none"> <li>a) <b>very good</b> (5) - the student will develop a very well-designed project, and a multimedia presentation, which will be presented in the form of a speech and will show significant activity during classes</li> </ol> </li> </ol>

	<p>b) <b>good plus (4+)</b> - the student will develop a very well-designed project, but with some shortcomings and a multimedia presentation, which will be presented in the form of an appearance will also show activity during classes</p> <p>c) <b>good-student (4)</b> - will develop a well-designed project and multimedia presentation, which will be presented in the class</p> <p>d) sufficient plus (3+) - the student will develop a well-designed project, but with some shortcomings and prepare a multimedia presentation</p> <p>e) <b>Sufficient (3)</b> - the student will develop a satisfactorily project</p> <p>f) <b>Insufficient (2)</b> - the student will not develop a given project or develop it badly</p>
Professional training	not applicable
<p>FULL TIME STUDIES</p> <p>Balance of ECTS points</p> <p>The amount of the study work during didactic hours 1h didactic = 45 minutes</p>	<p>participation in lectures = 26 hours</p> <p>project preparation = 13 hours</p> <p>preparation for passing = 13 hours</p> <p>total number of hours = 52 hours</p> <p>direct contact with the teacher 50% hours</p> <p>number of ECTS points = 2 points</p> <p>Minimum number of student work hours 2 (ECTS points) = 2*26= 52 h</p>

Evaluation of learning outcomes				
Learning outcomes	Form of assessment			
	Test	Project	Teaching discussion.	Presentation
K1	X	X	X	X
K2	X	X	X	X
K3	X	X	X	X
S1		X	X	X
S2		X	X	X
S3		X	X	X
C1			X	
C2			X	
C3			X	