Attachment No. 1 into Regulation No 3/07/2020 of 13 July 2020 on the model card subject at the Higher School of Management in Warsaw

I. GENERAL BASIC INFORMATION ABOUT THE SUBJECT (MODULE)												
Item Name:												
Building and implementing effective strategies												
Name of the organizational unit leading the course: Faculty of Management and Technical Sciences												
Name of the field of study, level of education: Manag					Management I degree							
Learning profile:				Genera	al academi	С						
Name of the specialty:				Busine	ess Manage	er						
		Type of	lear	ning modu	ıle:	special	lty					
			Ye	ear/Semest	ter:	Year 3	, semester	6				
	Person	coordin	ating	g the subje	ect:		⁄Iikosik, Pl					
Prerequisites (resulting from the succession of items): Basic management knowledge												
		J	I. FC	ORMS OF	CLA	SSES A	ND NUM	BER OF H	OURS			
	Lecture	Exercise	\$	Seminar	Lab	ooratory	Workshop	Project	Seminar	Consultatio n	Exam/Passi ng	Total hours
Full-time studies	10	15										25
Part-time studies	10	15										25
			I	II. METHO	ODS	OF TEA	ACHING A	ACTIVITIE	ES			
Forn	is of class	es						Didactic	methods			
]	Lecture Multimedia presentations, discussions, brainstorming, case-study, problem method work with literature, exercises assuming hypothetical-deductive thinking of lister											
Practiceda Feeding methods, problem tasks, activating tasks, case studies												
S	eminar											
IV. OBJECTIV	/E LEARI	NING OU	JTCC	OMES IN F	RELA	ATION T		NING OU	TCOMES FO	OR THE F	IELD OF S	TUDY
Lp.	Description of the learning outcomes in question Directional effect reference											
						Know	ledge:					
1	Knows and understands in depth the methods of strategic analysis of the company and the impact of the external environment on the functioning of the company											
2	Knows and understands in depth the principles of creating development strategies and factors affecting the development and functioning of the company ZO1_W12 P6S_WG											
Abilities:												
1	Is able to selectappropriate analytical methods and tools as well as IT systems supporting the construction and implementation of strategies ZO1_U09 P6S_UW											

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	Social competences:						
1	He is ready to independently acquire and improve knowledge in the field of strategic management	ZO1_K01 P6S_KK					
2	Is ready to think and act in an entrepreneurial manner within the framework of designated organizational and social roles	ZO1_K07 P6S_KO					
V. CURRICULAR CONTENT (LEARNING)							
Lp.	Lecture:	Reference to the learning outcomes in question					
1.	Introduction to the subject.	ZO1_W11					
2.	Strategy development indicators	ZO1_W12 ZO1_U09					
3.	Phases and stages of strategy development.	ZO1_K01					
4.	Analysis of key strategic factors	ZO1_K07					
5.	Basic tools for working with strategies.						
6.	Methods of strategy development						
7.	Diagnosis of the company's strategy.						
8.	Methods of implementing the strategy						
9.	Financial and economic aspects of the strategy						
10.	Determining the strategic position of the company						
11.	Analysis of the strategic potential of the company						
12.	Examples of strategies of Polish enterprises						
Lp.	exercises:	Reference to the learning outcomes in question					
1	Stages of building the company's strategy	ZO1_W11					
2	Building and implementing strategies in a changing environment	ZO1_W12 ZO1_U09					
3	Strategy 5 Ps	ZO1_K01					
4	Types of strategies (due to the direction of change, market and product)	ZO1_K07					
5	Construction of a scenario for the development of the macro-environment of a selected company	1					
6	Strategic analysis of the competitive environment						
7	Assessment of the strategic position of the company						
8	Choosing the optimal strategy for the selected company						
9	Analysis and evaluation of the selected strategy in terms of financial feasibility of its implementation	5					
10	Strategies of Polish enterprises - case study						
	VI. METHODS OF ASSESSMENT OF LEARNING OUTCOMES						
Learning outcomes		of classes in which EUS ng Outcome) is verified					

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Vill Criter paper, presentation, discussion activity, project Lecture/ Tutorials			Knowledge:						
Social competences:	ZO1_W11 Written paper, presentation, discussion activity, project						Lecture/ Tutorials		
Social competences Social competences			Abilities:		<u>'</u>				
Lecture Tutorials	ZO1_U09	Written paper, presentation, dis	scussion activity, project			Lecture/ Tutorials			
VII. CRITERIA FOR ASSESSING ACHIEVED LEARNING OUTCOMES Learning outcomes Unsatisfactory assessment The student does not know and understands (can' is ready: The student does not know and does not know and does not know and understands (can' is ready: The student gets from 70 to 79% max. the number of points for a given effect per grade of 3 and 1 fine student gets from 80 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points for a given effect per grade 3.5 to 89% max. the number of points			Social competences:		·				
Learning outcomes The student does not know and does not understands / can / is ready: The student thows and understands / can / is ready: The student obtains less than 50% max. the number of points for a given effect points for a given effect on the company of the student obtains more than 50% max. the number of points for a given effect on the company of the student obtains more than 50% max. the number of points for a given effect on the student gets from 60 to 59% max. the number of points for a given effect productions for a given effect product on the student obtains more than 50% max. the number of points for a given effect product on the student obtains more than 50% max. the number of points for a given effect product on the student obtains more than 50% max. the number of points for a given effect product on the student obtains from 80 to 59% max. the number of points for a given effect product on the student obtains more than 50% max. The number of points for a given effect product on the student obtains more than 50% max. The number of points for a given effect product on the student obtains more than 50% max. The number of points for a given effect product on the student control to the student control to the student control to the student student knows and understands / can / is ready. VIII. STUDENT'S WORKLOAD – NUMBER OF HOURS AND BALANCE OF ECTS CREDITS	ZO1_K01 Written paper presentation discussion activity project					Lecture/ Tutorials			
The student does not know and understands/cam/is ready: outdowns and understands/cam/is ready:		VII. CRITERIA FOR AS	SSESSING ACHIEVED L	EARN	ING OUTCO	OMES			
The student obtains less than 50% max. the number of points for a given effect productomes identified for the Knowledge, Skills and Competences module **Type of activity** **ECTS*** Type of activities** **Part-time studies**		Learning outcomes The student does not know and does The student knows and The				and	The student knows and		
Type of activity ECTS Participation in didactic activities (lectures, exercises, tutorials, project, laboratories, workshops, seminars) – SUM of hours – from point II Exam/Passing Participation in the consultation Project / Essay Project /	learning outcomes identified for the Knowledge, Skills and Competences	The student obtains less than 50% max. the number of points for a given effect points for a given effect on a grade of 3 and The student gets from 50 to 59% max. the number of points for a given effect on a grade 4, and The student gets from 60 to 69% max. the number of points for a given effect per poi			udent gets from max. the numb for a given effe grade 4, and udent obtains fro 6 max. the numb for a given effe	.70 to er of ect per om 80 ber of	to f er The student obtains more than 89% max. the number of points for a given effect		
Participation in didactic activities (lectures, exercises, tutorials, project, laboratories, workshops, seminars) – SUM of hours – from point II Exam/Passing Participation in the consultation Project / Essay Project / Essay	V	TIII. STUDENT'S WORKLOAD –	NUMBER OF HOURS AT	ND BA	LANCE OF	ECTS	CREDITS		
Participation in didactic activities (lectures, exercises, tutorials, project, laboratories, workshops, seminars) – SUM of hours – from point II 25 25 Exam/Passing Participation in the consultation Project / Essay 10 10 10 Independent preparation for didactic classes 10 10 10 Preparing to pass a teaching class 5 5 Total student workload (25h = 1 ECTS) TOTAL hours/ECTS 2 pts ECTS/50 h 2 pts ECTS/50 h Student load in classes in direct contact with the teacher 25 30 Student load in practical classes Student load in practical vocational preparation classes Student load in research preparation classes Student load in research preparation classes 10 10 IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics , Difin 2017	Type of activity Student load								
Participation in didactic activities (lectures, exercises, tutorials, project, laboratories, workshops, seminars) – SUM of hours – from point II Exam/Passing Participation in the consultation Project / Essay 10 10 10 Independent preparation for didactic classes 10 10 Preparing to pass a teaching class 5 5 Total student workload (25h = 1 ECTS) TOTAL hours/ECTS 2 pts ECTS/50 h 2 pts ECTS/50 h 2 pts ECTS/50 h 30 Student load in classes in direct contact with the teacher 25 30 Student load in practical classes 110 10 Student load in practical vocational preparation classes Student load in research preparation classes 10 10 10 10 11 R. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics , Difin 2017							Part-time studies		
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Project / Essay 10 10 10 Independent preparation for didactic classes 10 10 10 Preparing to pass a teaching class 5 5 Total student workload (25h = 1 ECTS) TOTAL hours/ECTS 2 pts ECTS/50 h 2 pts ECTS/50 h Student load in classes in direct contact with the teacher 25 30 Student load in practical classes 15 10 Student load in practical vocational preparation classes Student load in research preparation classes 10 10 10 IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics , Difin 2017	Exam/Passing								
Independent preparation for didactic classes 10 10 Preparing to pass a teaching class 5 5 Total student workload (25h = 1 ECTS) TOTAL hours/ECTS 2 pts ECTS/50 h 2 pts ECTS/50 h 30 Student load in classes in direct contact with the teacher 25 30 Student load in practical classes 15 10 Student load in practical vocational preparation classes Student load in research preparation classes 10 10 IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics , Difin 2017	Participation in	the consultation							
Preparing to pass a teaching class Total student workload (25h = 1 ECTS) TOTAL hours/ECTS 2 pts ECTS/ 50 h Student load in classes in direct contact with the teacher 25 30 Student load in practical classes 15 10 Student load in practical vocational preparation classes Student load in research preparation classes 10 10 IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics, Difin 2017	Project / Essay				10		10		
Total student workload (25h = 1 ECTS) TOTAL hours/ECTS Student load in classes in direct contact with the teacher Student load in practical classes Student load in practical vocational preparation classes Student load in research preparation classes 10 IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics, Diffin 2017	Independent preparation for didactic classes				10		10		
Student load in classes in direct contact with the teacher Student load in practical classes Student load in practical vocational preparation classes Student load in research preparation classes In In It. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics, Diffin 2017	Preparing to pass a teaching class				5		5		
Student load in practical classes Student load in practical vocational preparation classes Student load in research preparation classes 10 IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics, Difin 2017	Total student workload (25h = 1 ECTS) TOTAL hours/ECTS				2 pts ECTS/ 50 h		2 pts ECTS/ 50 h		
Student load in practical vocational preparation classes Student load in research preparation classes 10 10 IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics, Difin 2017	Student load in classes in direct contact with the teacher				25		30		
Student load in research preparation classes 10 10 IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics, Difin 2017	Student load in practical classes				15		10		
IX. LITERATURE AND OTHER DIDACTIC MATERIALS Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics, Difin 2017	Student load in practical vocational preparation classes								
Basic literature: 1. R. Rumelt, Good Bad Strategy, Warsaw 2015, 2. Wojciech Nasierowski, Formulation of the company's strategy Classics, Difin 2017	Student load in	Student load in research preparation classes					10		
 R. Rumelt, Good Bad Strategy, Warsaw 2015, Wojciech Nasierowski, Formulation of the company's strategy Classics, Difin 2017 		IX. LITERATUR	E AND OTHER DIDACT	TIC MA	ATERIALS				
11 / · · · · · · · · · · · · · · · · · ·	1. R. Rumelt, G 2. Wojciech Na	Good Bad Strategy, Warsaw 2015, asierowski, Formulation of the con	npany's strategy Classics,	Difin 2	2017				

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- 1. K. Obłój, The material of effective strategies, Warsaw 2013
- 2. Tokarski S., Manager in the organization, Wyd. Difin, Warsaw 2006.
- 3. Lachiewicz S., Managers in the structures of managerial power, PWE, Warsaw 2007.
- 4. Rakowska A., Managerial competences of managerial staff in contemporary organizations, Wyd. UMCS, Lublin 2007.
- 5. Kubik K., Manager in the enterprise of the future, Organizer's House, Toruń 2005

Other teaching materials:

6. - Moodle, MS Teams