Subject

Subject / Group
21241 - Management Skills / 82

Degree
Double Degree in Business Administration and Tourism - Fifth year
Degree in Tourism - Fourth year
Degree in Business Administration - Fourth year
Double Degree in Business Administration and Law (2013 syllabus) - Fifth year

Credits
6

Period
2nd semester

Language of instruction
English

Professors

Lecturers

<table>
<thead>
<tr>
<th>Starting time</th>
<th>Finishing time</th>
<th>Day</th>
<th>Start date</th>
<th>End date</th>
<th>Office / Building</th>
</tr>
</thead>
<tbody>
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</table>

Marco Antonio Robledo Camacho

Responsable
marco.robledo@uib.es

You need to book a date with the professor in order to attend a tutoring session.

Context

Any organization is made by people. The skills of the people can make the difference, especially when it comes to positions of responsibility.

This course addresses the growing need we all have to develop our management skills. In an increasingly changing and competitive environment this need is even greater. These skills are the basic tools to function successfully in the workplace and efficiently perform the management function.

Management skills are not immutable. They can be improved with the necessary will and the appropriate methodology. They will impact, no doubt, professional performance and personal satisfaction.

Traditional training programs are mainly focused on transmitting knowledge, but only tangentially affect the development of personal skills that are needed to function professionally. The result is that these skills are often developed in a purely intuitive fashion, following a hard trial and error.

The objective of this course is to provide students with the knowledge of the main techniques that can lead to the acquisition of some important management skills. It will draw on a very practical methodology that uses cutting-edge teaching strategies for developing managerial skills in a comprehensive manner so that students eventually end up dominating and using these tools, and also improve their mastery of the English language. These skills, although for didactic reasons are studied in isolation, in reality they are integrated, interrelated and act together (for example, communication is key to influencing others during negotiations), and require continuous learning and practice.

OBJECTIVES

· Present a holistic approach to business management and leadership skills
· Raise awareness among participants that management skills can be enhanced and improved.
· Analyze the different skills key to good business management

Develop these skills through a practical and applied approach.
IMPORTANT: Attendance in this course is essential. If, because of work or any other reasons, someone has difficulty attending classes, he/she should NOT choose this course.

Requirements

Essential
- To have completed the course of Introduction to business I.
- Fluent English, since the subject will be taught in that language.

Skills

Specific
* CE-1. An intermediate knowledge of the English language involving comprehension, expression and the application of specific tourism-related terminology.
* CE-7. Learning to gather, process, analyse and interpret information and to tackle tourism issues through the application of specific skills used by workers employed in different branches of tourism, including the appropriate use of information and communication technologies (ITC).
* CE-12. Applying knowledge, methods and techniques in the workplace that have been acquired during his/her undergraduate training and developing them with a high degree of responsibility, ethical commitment and capacity for integration in multidisciplinary teams.

Generic
* CG-2: Knowing how to apply technical and methodological knowledge to his/her work and doing so in a professional manner, integrating the different tourism-related subject areas that he/she has studied. Possessing the necessary skills and demonstrating them by putting forward and defending arguments and solving problems in relevant subject areas.
* CG-4: Being able to get across information, ideas, problems and solutions in any of the tourism-related subject areas to both a specialist and non-specialist public.
* CG-5: Having developed the necessary learning skills to undertake professional tasks and postgraduate tourism studies with a high degree of independence.

Basic
* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/

Content

Range of topics
1. INTEGRAL PERSON, INTEGRAL LEADER
   * The integral map or IOS (integral operating system)
   * The AQAL model
Syllabus

2. PERSONAL COMPETENCE
   - Personality types
   - Multiple intelligences
   - Personal shadow

3. EMOTIONAL INTELLIGENCE
   - The nature of emotional intelligence
   - Dimensions of emotional intelligence
   - Intrapersonal intelligence
   - Interpersonal intelligence

4. SPIRITUAL INTELLIGENCE AND VALUES
   - Spiritual intelligence (SQ)
   - What are values?
   - Types of values
   - Values-driven leadership: Barrett's model

5. COMMUNICATION
   - The importance of communication
   - The elements of communication
   - The communication process
   - Non-violent communication
   - Presentation Skills

6. TIME MANAGEMENT
   - Time as a scarce resource
   - Timekeeping
   - Time Management Techniques

7. NEGOTIATION
   Basics
   Types of negotiation: negotiation transactional vs. relational negotiation
   Phases of the negotiation process
   Qualities of a good negotiator
   Negotiation skills
   Negotiation styles and their impact on the negotiation process
   Internal negotiation and conflict management

8. MANAGING CHANGE AND TRANSFORMATION
   - Horizontal and vertical transformation
   - The Spiral dynamics model
   - Change as a hero's journey: The Pearson Marr Indicator
   - The Immunity to Change (ITC) process

9. TEAMWORK
   - The importance of teamwork
   - The formation of work teams
   - The optimization of team performance
   - Managing meetings

Teaching methodology
Theoretical sessions are basically lecture-based.

With respect to the "practical" ones, all are aimed at the actual practice of management skills with the use techniques ranging from case studies, exercises, presentations, teamwork and role playing.

The course will use the most innovative and advanced methods of active learning with a focus always interactive, dynamic and action based, drawing on:
- Case studies
- Situational Exercises
- Exercises of diagnosis of different management skills

In-class work activities (1.8 credits, 45 hours)

<table>
<thead>
<tr>
<th>Modality</th>
<th>Name</th>
<th>Typ. Grp.</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory classes</td>
<td>Theoretical sessions</td>
<td>Large group (G)</td>
<td>The theory sessions are basically lecture-based.</td>
<td>27</td>
</tr>
<tr>
<td>Seminars and workshops</td>
<td>Individual presentations</td>
<td>Medium group (M)</td>
<td>Exercises and cases involving real or fictitious situations where students apply individually their skills, knowledge and decision-making capacity proposing solutions or alternatives to be presented and discussed in class. Each of these exercises will aim to enhance a particular skill, but can also relate to others.</td>
<td>9</td>
</tr>
<tr>
<td>Seminars and workshops</td>
<td>Team presentations</td>
<td>Medium group (M)</td>
<td>Exercises and cases involving real or fictitious situations where students apply their skills, knowledge and decision-making capacity proposing solutions or alternatives to them to be presented in group and discussed in class. Each of these exercises will aim to enhance a particular skill, but above all to improve teamwork skills. Teams will be formed by the teacher.</td>
<td>6</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Modality</th>
<th>Name</th>
<th>Typ. Grp.</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Oral exams</td>
<td>Small group (P)</td>
<td>Certain activities will be examined individually and orally.</td>
<td>3</td>
</tr>
</tbody>
</table>

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

Distance education tasks (4.2 credits, 105 hours)

<table>
<thead>
<tr>
<th>Modality</th>
<th>Name</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual self-study</td>
<td>Self study</td>
<td>Self-study is essential to properly assimilate the basics of this course. To achieve this goal, students will have to review the contents explained in class and read and analyze the recommended texts and bibliography.</td>
<td>55</td>
</tr>
<tr>
<td>Group self-study</td>
<td>Teamwork</td>
<td>To develop teamwork ability and other skills addressed in the course, ad-hoc activities will be introduced in seminars and workshops that will require previous group work.</td>
<td>50</td>
</tr>
</tbody>
</table>
Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

Given the nature of this subject it does not have a traditional final exam and it can only be overcome with a continuous assessment process where attendance, teamwork and the development and defense of the works are fundamental parts. Therefore, this course cannot be taken if the student, for working reasons or any other reason, cannot attend regularly.

Not attending a minimum of 90% of the sessions will result in failing the course.

Furthermore, if somebody misses the first three sessions, he/she will not be able to continue with the course.

Frauen en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Theoretical sessions

<table>
<thead>
<tr>
<th>Modality</th>
<th>Theory classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
<td>Observation techniques (non-retrievable)</td>
</tr>
<tr>
<td>Description</td>
<td>The theory sessions are basically lecture-based.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>Attendance and participation to the sessions. Active participation in classes and positive contributions to group dynamics will be assessed.</td>
</tr>
</tbody>
</table>

Final grade percentage: 10%

Individual presentations

<table>
<thead>
<tr>
<th>Modality</th>
<th>Seminars and workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
<td>Papers and projects (non-retrievable)</td>
</tr>
<tr>
<td>Description</td>
<td>Exercises and cases involving real or fictitious situations where students apply individually their skills, knowledge and decision-making capacity proposing solutions or alternatives to be presented and discussed in class. Each of these exercises will aim to enhance a particular skill, but can also relate to others.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>the individual will be rated according to his or her capacity to assimilate and apply techniques and skills related to course content.</td>
</tr>
</tbody>
</table>

Final grade percentage: 25%
**Team presentations**

<table>
<thead>
<tr>
<th>Modality</th>
<th>Seminars and workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
<td>Papers and projects [non-retrievable]</td>
</tr>
<tr>
<td>Description</td>
<td>Exercises and cases involving real or fictitious situations where students apply their skills, knowledge and decision-making capacity proposing solutions or alternatives to them to be presented in group and discussed in class. Each of these exercises will aim to enhance a particular skill, but above all to improve teamwork skills. Teams will be formed by the teacher.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>Evaluation of the group capacity to assimilate and apply techniques and skills related to the course.</td>
</tr>
<tr>
<td>Final grade percentage</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Oral exams**

<table>
<thead>
<tr>
<th>Modality</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
<td>Oral tests [retrievable]</td>
</tr>
<tr>
<td>Description</td>
<td>Certain activities will be examined individually and orally.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>Oral examinations of certain contents and skills.</td>
</tr>
<tr>
<td>Final grade percentage</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Teamwork**

<table>
<thead>
<tr>
<th>Modality</th>
<th>Group self-study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
<td>Attitude scales [non-retrievable]</td>
</tr>
<tr>
<td>Description</td>
<td>To develop teamwork ability and other skills addressed in the course, ad-hoc activities will be introduced in seminars and workshops that will require previous group work.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>Assessment to be carried out by members of each group about themselves and their peers.</td>
</tr>
<tr>
<td>Final grade percentage</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Resources, bibliography and additional documentation**

There is no book that covers completely the contents explained in this course. However, the recommended resources are good reference sources.

**Basic bibliography**


**Complementary bibliography**
