

## Syllabus

### Subject

<b>Subject / Group</b>	21241 - Management Skills / 42
<b>Degree</b>	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
<b>Credits</b>	6
<b>Period</b>	2nd semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Marco Antonio Robledo						
Camacho						You need to book a date with the professor in order to attend a tutoring session.
<i>Responsible</i> <a href="mailto:marco.robledo@uib.es">marco.robledo@uib.es</a>						

### 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 .

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**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



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- \* 3D Management
- \* Integral life practice
- 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

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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)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theoretical sessions	Large group (G)	The theory sessions are basically lecture-based.	27
Seminars and workshops	Individual presentations	Medium group (M)	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.	9
Seminars and workshops	Team presentations	Medium group (M)	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.	6
Assessment	Oral exams	Small group (P)	Certain activities will be examined individually and orally.	3

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)

Modality	Name	Description	Hours
Individual self-study	Self study	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.	55
Group self-study	Teamwork	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.	50

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### 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

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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.**

### Frau 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

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

Final grade percentage: 10%

### Individual presentations

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Modality	Seminars and workshops
Technique	Papers and projects ( <b>non-retrievable</b> )
Description	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.
Assessment criteria	the individual will be rated according to his or her capacity to assimilate and apply techniques and skills related to course content.

Final grade percentage: 25%

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### Team presentations

Modality	Seminars and workshops
Technique	Papers and projects ( <b>non-retrievable</b> )
Description	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.
Assessment criteria	Evaluation of the group capacity to assimilate and apply techniques and skills related to the course.

Final grade percentage: 25%

### Oral exams

Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	Certain activities will be examined individually and orally.
Assessment criteria	Oral examinations of certain contents and skills.

Final grade percentage: 20%

### Teamwork

Modality	Group self-study
Technique	Attitude scales ( <b>non-retrievable</b> )
Description	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.
Assessment criteria	Assessment to be carried out by members of each group about themselves and their peers.

Final grade percentage: 20%

### 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

Valls, Antonio ( 2003 ). *Las 12 habilidades directivas clave*, Gestión 2000.  
Cameron, Kim and David Whetten (2010). *Developing management skills*. Pearson.

#### Complementary bibliography

Baldwin, Bommer & Rubin (2013), *Managing Organizational Behavior*. McGraw Hill.  
Caproni, P. (2012) *Management Skills for everyday life: the practical coach*. Pearson.  
Claxton, G. (1999), *Mente de Liebre, Cerebro de Tortuga: Por qué aumenta nuestra inteligencia cuando pensamos menos*, Barcelona: Urano.  
Csikszentmihalyi, M. (1998b) *Fluir (Flow): una psicología de la felicidad*. Barcelona: Kairós.  
De Bono, E. (1989) *De Bono's Thinking Course*. Londres: BBC Books.  
--- (1990) *Lateral Thinking for Management*. Londres: Penguin Books.



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Goleman, D. (1996) *Emotional Intelligence: Why It Can Matter More Than IQ* (1996) Bantam Books.  
Herrmann, N. (1996) *The Whole Brain businessbook*, Nueva York: McGraw-Hill.  
Robledo, M. A. (2004) *D3D: Un Enfoque Integral de la Dirección de Empresas*. Madrid. Ediciones Díaz de Santos.

Senge, P.M. (1990) *The Fifth Discipline*. Nueva York: Doubleday.

--- (1994), *The Fifth Discipline Fieldbook*. Nueva York: Doubleday.

