



Management Skills

Year 2023-24



PI-02-F-16 ED.00

TEACHING GUIDE Management Skills

		ECTS
SUBJECT: Management skills		3
Subject: Educational Leadership		3
Module: Leadership of individuals and teams		12
Educational model: BASIC	YEAR: 1º Semester: 2º	
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MODULE ORGANIZATION

Leadership in education			12 ECTS	
Duration and temporal location within the curriculum: It lasts twelve ECTS located on the second part of the course				
Fields and courses				
Fields	ECTS	COURSE	ECTS	Course/ semester
Educational leadership	3	Management skills.	3	1/2
The teams	3	Teamwork in schools: Possibilities and strategies.	3	1/1
Professional Ethics of the teaching and leadership roles.	3	Professional Ethics of the teaching and leadership roles.	3	1/2
Human Resources	3	Personnel management and industrial relations	3	1/2



TEACHING GUIDE Management Skills

Prerequisites: There are no requisites described.

GENERAL OBJECTIVES

- Develop communication skills and strategies and interpersonal communication skills.
- Knowing techniques and emotional development strategies applied to people management.
- Knowing the organizational reality of the school and its school climate to improve.

COMPETENCIAS TRANSVERSALES ¹

Ponderación de la competencia

Instrumentals

1	2	3	4
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1. Ability to deal with information (CG 1)	x			
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2. Ability for oral and written communication (CG 7)				x
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3. Ability to analyze and summarize (CG 11)	x			
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4. Ability to share the academic and professional knowledge (CG 13)	x			
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Interpersonal

1	2	3	4
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5. Students can transmit their conclusions, knowledge and reasons to a specialised and non-specialisted audience in a clear way (CB 9)				x
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6. Ability to work in a team and efficient collaboration with other professionals (with the choice to develop in an interdisciplinary and international (CG 2)			x	
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7. Concern for the development of people and communities (CG 08)				x
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8. Ability to maintain relationships with other professionals				x
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¹ List sequentially all competitions. Each must be weighed from 1 to 4 using as criterion the degree of contribution of the subject / matter to the acquisition and development of competition.



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Systemic	1	2	3	4
9. Possess and understand knowledge that contributes to find chances for being unique in the development and implementation of new ideas in an investigation context (CB 6).	x			
10 Students will know how to use knowledge and their skills for problem solving situations new or less known environments inside broader contexts (or multidisciplinary) related with their field of study (CB7).	x			
11. Students will be able to integrate knowledge and to face up the complexity of telling opinions from information that includes reflections of social and ethical considerations related to their applications of knowledge and opinions (CB 8).	x			
12. Students will acquire learning skills that let them continue studying in a self-directed and independent way (CB 10).	x			
13. The ability to update their knowledge and competences (CG 3).	x			
14. The ability to solve problems and make decisions (CG4).				x
15. The ability to adapt to new situations (CG5).				x
16. The ability to assume duties (CG 6).				x
17. The ability to organize and plan (CG 9).	x			
18. Self-critical attitude, knowing their own competences and limitations, dismissing the importance of frustrations, showing interest for the teaching quality and developing systems that guarantee the quality of own services (CG10).			x	

SPECIFIC COMPETENCES²				
Conceptual	1	2	3	4
Skills	1	2	3	4
1. Analyze the reality of the center from an ecological theoretical paradigm that allows perceiving contextual, economic, personal, relational variables and their interactions in order to take appropriate decisions responsibly (CE05)				x

Continue with the previous numbered consecutively. The specific skills are weighted from 1 to 4 following the same approach as with the cross.



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2. Acquire the skills and techniques that allow them to achieve, in a climate of security and trust, an empathetic, dialogic, open, fluid, affectionate, thoughtful, respectful and participatory communication with students, teachers, members of PAS, the family and the community in which the school is inserted. (CE14)				x
3. Getting a sensible attitude to the opinions, concerns, worries, aspirations, complaints and discrepancies of the students, the educational group and parents and ability to apply early, and ethics necessary, appropriate ways and methods to know and design and implement appropriate actions to address them and channel. (CE15)	x			
4. Ability to self-knowledge, self-control, self-discipline, self-criticism, self-demand and willingness to change to facilitate climate center (CE17)				x
5. Using methods and techniques of group work and build networks of sharing and collaboration for the exercise of participatory management in their collective (CE18)	x			
Professional	1	2	3	4
1. Fix dysfunctions and conflicts and to harmonize the interests of teachers with family expectations and goals of the institution. (CE16)	x			

LEARNING OUTCOMES ³	COMPETENCES
R-1 Show communication skills in different real or simulated situations that recreate various situations.	T2, T3, T4, CE14
R-2 Expresses and applies strategies interpersonal and organizational communication understanding the importance of these processes in relations with all members of the educational community in real or simulated situations.	T2, T3, T4, CE5, CE14, CE17

³ List sequentially learning outcomes following the nomenclature proposal.

Important Note: The competencies are expressed in a generic sense of what is needed in the teaching guide learning outcomes. These results constitute a realization of one or more skills, making explicit the domain level or performance to be acquired by the student and contain in its formulation the criterion that will be evaluated. Learning outcomes demonstrate what the student will be able to show the end of the course or subject and also reflect the degree of acquisition of competence or skill set.



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ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching- Learning Methodology	Relationship With Learning Outcomes For The Subject	ECTS ⁴ (0.20%)
ON-CAMPUS CLASS	Showroom by the teacher, skills analysis, explanation and demonstration of skills, abilities and knowledge in the classroom.	R2	0.2
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case studies, diagnostic tests, problems, field study, computer room visits, data search, libraries, networking, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R1 – R2	0.2
CONFERENCE	Supervised monographic sessions with shared participation	R1 – R2	0.05
EXHIBITION WORK GROUP	Application of multidisciplinary knowledge	R1-R2	0.05
TUTORIAL	Personalized and small group attention. Period of instruction and / or guidance by a tutor to review and discuss materials and topics presented in lectures, seminars, readings, papers, etc.	R2	0.05
EVALUATION	Set of oral and / or written tests used in initial, formative or additive assessment.	R1 – R2	0,05
Total			(0,6*)

The duration ECTS is adapted to blended learning in which will develop the title. (0.2 ECTS correspond to 5 hours, 3 ECTS each subject has only 15 classroom, 0.6 ECTS, and 2.4 non-contact)

The teaching-learning methodology described in this guide in a generic way, shape in the teaching units in which the course is organized and / or subject



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Learning Outcomes Relationship Course	ECTS
TEAMWORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1 – R2	0,6
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1	1,8
Total			(2,4)
Total			(3 *)
SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM			
Assessment Tool ⁵	LEARNING OUTCOMES ASSESSED	Allocated Percentage	
Assistance and active participation in theoretical and practical classes, seminars and tutorials.	R1 – R2	20%	
Realization of theoretical and practical activities and oral presentation	R1 – R2	40%	
Final theoretical and practical written exam (test and open questions)	R1 – R2	40 %	

⁵Techniques and instruments of evaluation: exam-exposure oral, written test (objective evidence, development, concept maps ...), tutorials, projects, case studies, logbooks, portfolio, etc.)



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MENTION OF DISTINCTION

The number of Distinctions granted will be one for every 20 students, with the exception of groups that are less than 20 students. In this case, only one Distinction may be granted. The Mention of Distinction will be awarded to students who have achieved with excellence ALL the assessments.

DESCRIPTION OF CONTENTS	COMPETENCES
Emotional intelligence applied to management and leadership. Interpersonal relationships and leadership roles. Organizational psychology. The organizational climate. Participation and communication	CE14 CE17

TEMPORAL ORGANIZATION OF LEARNING: (Pupils of first registration):		
	BLOCK CONTENT / TEACHING UNIT	SESSIONS
1	Emotional intelligence applied to management and leadership.	2
2	The organizational climate.	2
3	Organizational psychology.	2
4	Interpersonal relationships and leadership roles.	2
5	Participation and communication	2



REFERENCES

Basic references will be announced by each teacher. This two references will be relevant along the course:

- Los 7 hábitos de la gente altamente efectiva. La revolución ética en la vida cotidiana y en la empresa. Stephen Covey (2015) Editorial Paidós.
- El líder resonante crea más (2016) Daniel Goleman, Annie McKee y Richard Boyatzis. Editorial Debolsillo

Further references:

Clear, James (2020). Hábitos atómicos: Cambios pequeños, resultados.

Covey, Stephen R: (2005). El 8º hábito. De la efectividad a la grandeza. Editorial Planeta Colombiana SA, Bogotá.

Frankl, Viktor (1996) El hombre en busca de sentido. Barcelona, Editorial Herder

Goleman, Daniel: La salud emocional. Barcelona, 1997. Editorial Kairós.

Huffington, Arianna (2015). Redefine el éxito. Bienestar, sabiduría, asombro y entrega para una vida plena Editorial Aguilar

Pérez Rodríguez, A. (2019). Los 88 Peldaños de la Gente Feliz.

Puig, M. A (2019). Tus tres super poderes

Rojas, M. (2018). Cómo hacer que te pasen cosas buenas: entiende tu cerebro, gestiona tus emociones, mejora tu vida. Espasa.

Sharma, Robin (2018). El Club de las 5 de la mañana: Controla tus mañanas, impulsa tu vida



Addendum to the Course Guide of the Subject Management Skills

MASTER UNIVERSITARIO EN DIRECCIÓN Y GESTIÓN DE CENTROS EDUCATIVOS

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

X Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken). In this case, no changes are made in the guide of the subject.

X Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken). In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by



videoconference will rotate periodically. In the particular case of this subject, these videoconferences will be made through:

☐ **X** Microsoft Teams

☐ Kaltura

☐ Blackboard Collaborate

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☐ **X** Microsoft Teams

☐ Kaltura

☐ Blackboard Collaborate

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK Regarding the Assessment Tools:

X The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



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- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide. **Comments to the Assessment System:**

ONLINE WORK

Regarding the Assessment Tools:

- ☒ X The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.