

6.1 Trabajo en equipo. Counselling
organizacional

COURSE GUIDE

**6.1 TEAMWORK, COUNSELLING
ORGANIZATIONAL**

DRA.DÑA. YOLANDA RUÍZ ORDOÑEZ

DR.D. DAVID MARTINEZ RUBIO

D. ERNOLANDO PARRA PARRA

**MASTER IN RESPECT OF SUPPORT AND
COUNSELLING**

2018-2019

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PRELIMINARY REMARKS:

The teaching of this course is online. As specified in the section on Teaching Methodology of this guide, it is interactive teaching mediated primarily audiovisual resources.

1.-DATA OF THE SUBJECT

TITLE:	6.1 TEAMWORK, COUNSELLING ORGANIZATIONAL	3 ECTS
NAME OF MODULE:	COUNSELLING AND EMOTIONAL COMPETENCE FOR THE INTERVENCION	3 ECTS
CHARACTER COMPULSORY	CURSE: 2017-18 SEMESTER: 2º	
TEACHERS Yolanda Ruíz Ordoñez Ernolando Parra Parra David Martinez Rubio	E-MAIL: Yolanda.ruiz@ucv.es ernolando@gmail.com David.martinez@ucv.es	

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2.- SUMMARY OF THE SUBJECT

In this subject the conditions and principles governing teamwork and distinguish it from any kind of work in groups or individually, and knowing the different types and structure are addressed. Since motivation is part of the internal processes of teamwork, some factors and motivational patterns and elements or strategies that affect motivation to improve those elements that may adversely affect the organizational counseling will also be analyzed.

Second, the counseling is presented as attitude and leading tool in managing organizational communication as well as the efficient management of conflicts

CONTENTS

The area of teamwork as a potential where the counseling is a motivational tool that promotes the synergy of people.

1. Teamwork. Counselling and Coaching
2. Interdisciplinarity
3. Motivational processes in the team
4. Counselling and conflicts at work. Management and resolution strategies

3.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

Basics competencies [BC]
<p>CB6-To have and to understand the necessary knowledge that contributes to the basis or opportunity to be original in the development and/or application of ideas, mainly in a research context.</p> <p>CB7 - To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).</p> <p>CB8 - To be able to integrate different knowledges in order to face the complexity of making judgments from incomplete or limited information, that includes reflections about social and ethical responsibilities related to their knowledges and judgements.</p>
General competencies [GC]
<p>CG2 - Apply the tools of counseling in interdisciplinary work groups showing adaptability to different and plural contexts</p> <p>CG4 - Apply the key elements of the relationship-counseling for specific intervention in conflict multidisciplinary contexts</p> <p>CG7 - Develop new knowledge and techniques Relationship Counselling help and suitable for intervention</p> <p>CG8 - Mastering the skills and techniques and social skills necessary to foster a climate that facilitates the relationship, and that is participatory and promoter of change in crisis</p> <p>CG11 - Integrate efficient attitudes and skills for collaborative and team work towards synergy and to promote the learning of all those involved in the aid relationship.</p>

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CG12 - Incorporating new communication technologies in the intervention of helping relationship-counseling adapted to different contexts.

CG13 - Identify actual or potential conflict situations in the team being able to solve effectively implementing technical assistance and Relationship Counselling

Specific Competencies [SC]

CE3 - Distinguish the limits of the aid relationship and key criteria for pointing out the need for further assistance strategies.

CE9 - Develop attitudes and skills effective for intervention with groups of people within the helping relationship

CE13 - Apply techniques of motivation and mobilization of people and groups toward healthy behavior styles

CE14 - Pointing out the elements that characterize a sufficient command of intelligence emotional competence of professional agent help.

Learning outcomes	COMPETENCIES
RA1. The student understands the concept of emotional intelligence.	CB6, CB8
RA2. The student identifies the elements of emotional intelligence	CE14, CG11, CG2, CE3
RA3. The student makes an assertive expression of their thoughts and feelings.	CG8, CE9
RA4. The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.	CG13, CB7

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RA5. The student identifies the criteria for applying the Relationship Counselling and support in the geriatric field	CE13, CE13, CG4, CG12
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4.- METHODOLOGY

E-PRESENCIAL / ONLINE WORK TRAINING ACTIVITIES			
ACTIVITY	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
MASTER CLASSES	<p>a) With the real-time participation of students: Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing. Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p> <p>b) Asynchronous learning using videotaped lectures by the lecturer or an invited expert.</p>	R1 R2 R3 R4 R5	0.6
WORKSHOPS (GUIDED ACTIVITIES EXCEPT SEMINARS)	<p>METHODOLOGY OF TEACHING AND LEARNING: Synchronous learning (teaching that, in principle, requires that students and teachers are simultaneously at their respective computers) using multimedia resources via interactive web conferencing.</p> <p>The main objective of these practical classes is to help achieve a deep understanding of the theories and</p>	R2 R4 R5	0.5

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	<p>concepts presented in lectures. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p>		
(INDIVIDUAL OR GROUP) TUTORIALS	<p>METHODOLOGY OF TEACHING AND LEARNING: Individual interview via skype and virtual group interactions via web conferencing: a) For the analysis of the literature; b) For the reparation of assessments; c) For the monitoring of the course progress</p>	R1 R2 R3 R4 R5	0.3
AUTONOMOUS TRAINING ACTIVITIES			
ACTIVIDAD	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
STUDY, TASK PREPARATION AND TESTING.	<p>Autonomous work: Student study of the proposed bibliography. Preparation of required tasks: reading, text analysis, case study, preparation of tests, realization of memories, etc. Work done on the university platform. Autonomous search of data in libraries, on the Internet, etc.</p>	R2 R4 R5	1.6
COMPETITION ACQUISITION EVALUATION SYSTEM AND QUALIFICATION SYSTEM			
EVALUATION INSTRUMENT	LEARNING RESULTS EVALUATED	PERCENTAGE MAXIMUM GRANTED	
E1. Attendance and participation in the activities of synchronous communication	R1,R2,R3,R4,R5	10%	
E2. Making deliverables activities	R1, R2, R3, R4, R5	80%	

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E3. Ongoing assessments using multiple choice questions	R1,R2,R3,R4,R5	10%
TOTAL		100%

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5.- DESCRIPTION OF CONTENTS

CONTENTS	COMPETENCIES
<p>LESSON 31: TEAMWORK</p> <ul style="list-style-type: none"> - interdisciplinarity - Motivational Processes - Counselling and conflict at work 	<p>4, 8, 9, 10, 11, 15 of april</p>
<p>SEMINARY</p>	<p>16 of april</p>

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6.- TEMPORARY ORGANIZATION

<p>LESSON 31: TEAMWORK</p> <ul style="list-style-type: none"> - interdisciplinarity - Motivational Processes - Counselling and conflict at work 	<p>13 and 14 of May</p>
<p>SEMINARY</p>	<p>15 of May</p>

7.- REFERENCE BIBLIOGRAPHY

7.1.- Basic Bibliography.

Text of the subject, prepared by Dr. Ms. Yolanda Ruiz Ordoñez, Dr. D. David Martínez Rubio Y Ernolando D. Parra Parra, accessible in the Virtual Classroom.

7.2.- Complementary Bibliography

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Bayron Marine, F. (1996): *50 casos prácticos sobre Recursos Humanos y Organización de Empresas*. Madrid, Síntesis.

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Bermejo, J. C. y Martinez, A. (2009). *El trabajo en equipo. Vivir sanamente el conflicto*. Santander: Sal Terrae

Blanco, A. (2008): *Aprender a motivar*. Barcelona, Paidós.

Casado Lumbreras, C. (2009): *Entrenamiento emocional en el trabajo*. Madrid, ESIC.

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