Universidad Europea

1. BASIC INFORMATION

Course	Management Skills and Negotiation
Degree program	Global Bachelor´s Degree in International Business
School	Social Sciences and Communication
Year	3th
ECTS	6
Credit type	Compulsory
Language(s)	English
Delivery mode	On-campus
Semester	1st
Academic year	
Coordinating professor	2024-2025
Professor	

2. PRESENTATION

This subject address many of the essential abilities managers need to succeed in the professional environment nowadays. It is likely that in the near future, college students will have to manage teams, projects and the soft skills studied and applied in class will be useful.

The student will develop the managerial and interpersonal skills needed to lead teams effectively such as self-knowledge, negotiation, decision making, time management, communication etc. and will become aware of the manager function in a global environment.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- BS1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.

- BS2: Students must apply their knowledge to their work and vocation in a professional way and must demonstrate their skills in sustaining arguments and solving problems within their field of study.

- BS3: Students must be able to gather data, usually within their field of study, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.

- BS4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience.

- BS5: Students must have developed the necessary learning skills to undertake subsequent studies with autonomy.

Cross-curricular competencies:

- CS3: Capacity to adapt to new situations: Being able to assess and understand different situations, adapting our approach to a situation insofar as is necessary or appropriate.

- CS7: Ethical values: The ability to think and act according to universal principles based on individual worth and full development of the human personality, and which entails a commitment to certain social values.

- CS9: Interpersonal skills: The ability to interact positively with other people by verbal and non-verbal means through assertive communication, the latter meaning the ability to express or transmit what one wants, thinks or feels without inconveniencing, insulting or upsetting the other person.

- CS10: Initiative and entrepreneurial spirit: The ability to decisively undertake difficult or risky actions. The ability to anticipate problems, suggest improvements and persevere in carrying them through, with a preference for initiating activities and completing them.

- CS16: Decision making: The ability to make a choice between two or more existing alternatives to effectively resolve different situations or problems.

Specific competencies:

- SS 1. Capacity for evaluation and critical analysis of phenomena and agents that affect the social and political environment in different international scenarios.

- SS4: Ability to identify and analyze the economic aspects of globalization linked to the internationalization of companies, foreign trade, and the global economy.

- SS19: Ability to understand and integrate oneself professionally in the different economic, organizational and hierarchical structures of multinational companies, knowing the relevant positions and the functions of each director and department.

Learning outcomes:

LO1: Students will be able to understand the basic concepts and develop the necessary competencies of the managerial profile

LO2: Student will develop skills for negotiation and teamwork appropriate to each situation

LO3: The students will be able to carry out the communication processes

LO4: Students will design specific objectives and interpret the evaluation of them

LO5: Students will be able to assess their own strengths and identify areas for improvement.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
BS1, BS3, BS4, BS5	LO1
BS2, BS3, BS4, CS16, CS3, S19	LO2
BS2, BS4, CS9	LO3
BS2, BS3, BS4CS3, CS7, CS9, CS10, CS16, SS1,SS4, SS19, BS5	LO4
BS4, BS5, SS19, CS7, CS9, CS10	LO5

4. CONTENT

- Executive Profile
- Decision making
- Communication
- Interpersonal skills and emotional intelligence.
- Planning and management of time and Stress.
- Vision and leadership.
- Change management
- Multicultural diversity management.
- Conflict management
- Management by objectives
- Evaluation of collaborators
- Directive ethics and exemplary
- Continuous improvement of the executive

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case Studies
- Cooperative learning
- Problem-based learning.
- Master class
- Simulation environments

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master classes	25h

Tutoring	5h
Formative assessment	5h
Problem solving	20h
Case studies	25h
Autonomous work	50h
Debates and colloquia	15h
Asynchronous master classes	5h
TOTAL	**150h**

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Comprehensive knowledge exams	50%
Debates and colloquia	10%
Oral presentations	10%
Case studies and problem solving	10%
Portfolio	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1	Weeks 1-5
Activity 2	Week 6-9
Activity 3	Weeks 10-13
Activity 4	Weeks 14-17
Exam	Week 16

This schedule may be subject to changes for logistical or related reasons. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAFÍA

The main reference work for this subject is:

- ADAIR, J. (2009). Effective leadership: how to be a successful leader. London: Pan Books.
- ADAIR, J. (2009). Effective motivation: how to get the best results from everyone. London: Pan Books.
- ADAIR, J. (2009). Not bosses but leaders: how to lead the way to success. Philadelphia: Kogan Page.
- BASS, B. M. with Ruth. (2008) The Bass Handbook of Leadership: Theory, Research, and Managerial Applications
- COMFORT, J. (1998). Effective negotiating. Oxford: Oxford University Press.

- CORNELISSEN, J. (2011). Corporate communication: a guide to theory and practice. Los Ángeles: SAGE.
- GEBELEIN, S. (2004). Successful manager's handbook: develop yourself, coach
- others. Minneapolis: Personnel Decisions International, cop.
- GOLEMAN, D. (2000). Promoting emotional intelligence in organizations: make training in emotional intelligence effective. Alexandria: ASTD, cop.
- REES, F. (1997). Teamwork from start to finish: 10 steps to results. San Francisco: Pfeiffer, cop.
- MEYER, E. (2016). *The culture map*. Public Affairs.
- Klein, Howard. An Integrated Control Theory Model of Work Motivation (1989) https://doi.org/10.5465/amr.1989.4282072
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*(9), 705–717. https://doi.org/10.1037/0003-066X.57.9.705

- World Economic Forum. Future of Jobs Report 2023 https://www.weforum.org/reports/the-future-of-jobs-report-2023/, Skills Outlook (Pag 37-48)
- *http://www.ratespeeches.com/g=public-speaking-evaluation-checklist-generator*
- 4 Styles of Communication | Communication Styles In The Workplace – YouTube
- https://www.communicationtheory.org/berlos-smcr-model-of-communication
- https://www.youtube.com/watch?v=Tfo65IL5Mh8

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11.   ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning

process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.