

Denomination of the SUBJECT: • Relational Skills III_2	Credits ECTS 1 ECTS (25 hours)
Duration, format and timing within the curriculum: This course will be taught throughout the second semester of the third year.	
Language English	
Core Competence CB1 That students have demonstrated knowledge and understanding in a field of study that builds on general secondary education, and is typically at a level that, while supported by advanced textbooks, also includes aspects involving knowledge from the forefront of their field of study. CB2 That students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated through the development and defense of arguments and the solving of problems within their field of study. CB3 That students have the ability to gather and interpret relevant data (normally within their field of study) to make judgments that include reflection on relevant social, scientific, or ethical issues. CB4 That students are able to communicate information, ideas, problems, and solutions to both specialized and non-specialized audiences. Transversal Competence CT7 CONSCIOUS AND COMMITTED Being capable of self-regulation and having a realistic self-concept and balanced self-esteem; that is, individuals who know themselves and their abilities. Having a broad vision of professions and what can be achieved, and the ability to express where they want to go. They will not adhere to rigid and fixed structures, but will value self-knowledge as a foundation from which they can improve and become increasingly free and independent. General / Personal Competence: GC1 Identifies strengths and areas for improvement, committing to personal growth and to the systems in which they participate. GC4 Inspires and guides others in achieving goals and objectives, starting from self-awareness, personal growth, and skills in (self)motivation and teamwork. Specific / Profesional Competence: SC 10 Self-Knowledge - Builds and applies learning strategies for personal and professional growth.	
Resultados de aprendizaje: RA3_3 Shows a high capacity to collaborate effectively and sustainably with other people and/or organizations, fostering the development of more collaborative and interconnected environments, and strengthening skills such as effective communication, joint decision-making, negotiation, and conflict resolution. RA4_3 Creates trust-based environments in teams, encourages initiative, participation, and personal development, and promotes a culture based on shared values and a common purpose. RA27_1 Adapts to different team situations, contributing to team learning.	
Alignment with the Sustainable Development Goals • Goal 4: Quality education ◦ Promote global education for sustainable development • Goal 10: Reduce inequalities ◦ Ensure equal opportunities • Goal 16: Peace, justice and strong institutions	

- Promote citizen participation

Prerequisites:

No prerequisites have been established.

Brief summary of contents:

Systemic concepts

Leadership

Training activities:

The training activities planned for this module are as follows:

- Development, writing and presentation of individual assignments (0,5 ECTS, 25 hours)
- Workshops aimed at acquiring specific skills (0,5 ECTS, 50 hours)

Evaluation system:

All subjects will be assessed using a continuous evaluation system, which provides both teachers and students with constant feedback on the learning process throughout the academic period. As a guide, the criteria governing the degree evaluation system are as follows:

- Educational activities aimed at acquiring knowledge and in which individual study predominates may be assessed by means of oral and/or written tests, which will account for a maximum of 40% of the final mark.
- On the other hand, those educational activities aimed at acquiring the practical skills of the subjects will be assessed through the completion of different activities (assignments, case studies, problem solving, etc.), which together will account for at least 60% of the final mark.

Bibliography:

- Alonso, a. (2016). Pregúntame sobre el conflicto. EOS, Madrid.
- Echegaray, G. (2009). Las constelaciones organizacionales: una tecnología social del futuro. Capital Humano.
- Horn, K. & Brick, R. (2005). Invisible Dynamics. Systemic Constellations in Organisations and in Business. Heidelberg: Carl Auer International.
- Lencioni, P. (2017). Las cinco disfunciones de un equipo. Empresa Activa.
- Rosenberg, M. B. (2006). Comunicación no Violenta: Un lenguaje de Vida. Gran Aldea.
- Boothby, E. J., Cooney, G., & Schweitzer, M. E. (2023). Embracing Complexity: A Review of Negotiation Research. Annual Review of Psychology, 74, 299–332. 10.1146/annurev-psych-033020-014116
- Couto Goncalves, L. C., Assumpcao de Oliveira, S. A., Amaral Pacheco, J. d. C., & Salume, P. K. (2020). Required Skills in Agile Project Teams: a Case Study of Edtech. Revista De Gestao E Projetos, 11(3), 72–93. 10.5585/gep.v11i3.18476
- Johnston, J. H., Phillips, H. L., Milham, L. M., Riddle, D. L., Townsend, L. N., DeCostanza, A. H., Patton, D. J., Cox, K. R., & Fitzhugh, S. M. (2019). A Team Training Field Research Study: Extending a Theory of Team Development. Frontiers in Psychology, 10, 1480. 10.3389/fpsyg.2019.01480
- Koni, I. (2019). How to Successfully Collaborate in an Online Course? 12th International Conference of Education, Research and Innovation (Iceri2019), , 6841–6845.
- Lyu, Q., Chen, W., Su, J., & Heng (John Gerard), Kok Hui Heng (John Gerard). (2023). Collaborate like expert designers: An exploratory study of the role of individual preparation activity on students' collaborative learning. Internet and Higher Education, 59, 100920. 10.1016/j.iheduc.2023.100920
- Peralta, C. F., Lourenco, P. R., Lopes, P. N., Baptista, C., & Pais, L. (2018). Team Development: Definition, Measurement and Relationships with Team Effectiveness. Human Performance, 31(2), 97–124. 10.1080/08959285.2018.1455685

- Tang, K. N. (2019). Team Development. Leadership and Change Management, , 37–46.10.1007/978-981-13-8902-3_4
- Yang, J., & Tsai, L. (2024). Team Development Process: Its Nature and Influencing Factors. Ntu Management Review, 34(2), 1–44. 10.6226/NTUMR.202408_34(2).0001