Universidad Rey Juan Carlos

TEACHING GUIDE

LEADERSHIP AND MANAGEMENT SKILLS

MÁSTER U. EN INTERNATIONAL TOURISM MANAGEMENT (INGLÉS) (Plan antiguo)

ACADEMIC YEAR 2026-27

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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	1 course, 1S semester
Nº of credits	3
Language in wich the subject is taught	English

II.-Presentation

"Leadership and Management Skills" is a key core subject with three ECTS credits taught during the first semester of the Master in International Tourism Management.

The students come from a variety of countries, with different academic, cultural and work experiences. "Leadership and Management Skills" exploits this diversity by enabling future tourism professionals to understand themselves better as potential managers and leaders, as they develop relationships with their colleagues in a safe environment.

The course is highly practical and the theory taught is backed up by self-reflection, group discussion, pair work and role plays. From the very beginning of the course, the students are encouraged to understand themselves and their motivation, through the concept of self-leadership and their projection through their CV, elevator pitch and interaction through a job interview. Early on in the course, the contrast between management and leadership is examined and the students reflect on their personal preferences.

The course covers the basic skills which a young manager in the tourism industry will need, including communication skills, coaching, managing teams, conducting meetings, risk management, conflict management and negotiation. Special attention is given to diversity and an inclusive work environment, which are particularly relevant in today's world.

During the course, the students will be recommended books and essays that will help them to take a close look at themselves as individuals and as professionals working in teams. They will also be given some ideas for their TFM.

On the last day, all the elements of the course are brought together as the students present a group assignment. They are expected to work in a culturally diverse group to prepare and present an academic paper on one of the areas taught. In order to do this successfully, they need to be aware of their own and of each others' strengths and weaknesses, to negotiate with each other, managing potential conflicts and holding successful meetings to achieve their goal. In the presentation, students are assessed on their communication skills and their ability to respond to questions as well as the quality of the work submitted.

By the end of the course the students will have covered the following:

- They will understand different management and leadership models.
- They will have understood and reflected on their strengths and development needs as future tourism professionals and managers.
- They will have developed their personal style as future tourism professionals.
- They will understand better their relationships with others and will have tools to form effective teams, conduct successful meetings, deal with conflict, and bring about successful negotiations.
- They will understand the importance of managing risk and will be equipped with tools to do so.
- They will understand the importance of diversity and promoting inclusive work environments and they will have learned strategies for putting theory into action.
- They will have honed and perfected their communication skills and become more convincing and confident individuals.

III.-Learning outcomes

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CB10 Have the necessary skills to continue studying in a self-directed and autonomous manner.
CB6 Have and understand knowledge that provides a basis or opportunity to be original in the development and/or implementation of ideas, often in a research context.
CB8 Ability to integrate knowledge and face the complexity of making judgements based on information, whether incomplete or limited, that include considerations on social and ethical responsibilities.
CB9 Know how to communicate conclusions, and provide the knowledge and reasons to support them, to specialised and non-specialised audiences in a clear manner and without ambiguities.
CG01 Acquire advanced training, specialised and multidisciplinary, in the field of tourism.
CG02 Ability to work, as part of a team and autonomously, in a multicultural and multidisciplinary context.
CG05 Continuous learning, self-directed and autonomous.
CG07 Ability to present and argue results, to both specialised audiences and the general public.
CG08 Ethical commitment and social responsibility in the field of tourism.
CG11 Ability to organise information and acquire knowledge from different documentary sources.
CG13 Promote the academic training of professionals within the field of tourism.
CG14 Promote research and the progress of knowledge in the field of tourism.
CT02 Autonomous learning.
CT03 Capacity for analysis and synthesis.
CT04 Information management skills.
CT05 Planning and organisation skills.
CT06 Ethical commitment.
CT07 Oral and written communication skills in mother tongue.
CT12 Interpersonal skills.
CT13 Initiative and entrepreneurship.
CT14 Leadership.
CT15 Motivation for quality.
CT16 Critical thinking.
CT18 Problem solving skills.
CE01 Analysis of the interrelationships between the agents of a tourist destination through social network analysis (SNA).
CE02 Interpretation of the internal information of a business for effective strategic planning.
CE05 Application of the fundamentals of innovation management, efficiency and competitiveness to the management of tourism organisations (public and private).

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

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IV.-Contents

IV.A.-Syllabus

Part 1: Leadership

1.1. Definition of leadership
1.2. Self-leadership
1.3. Theories about leadership
1.4. Leadership styles
1.5. Leadership and management
1.6. Management skills and leadership skills
1.7. Diversity in the organisation and inclusive leadership

Part 2: Leadership and management skills

2.1. Effectiveness at work. Managing effective meetings.
2.2. Effective teamwork
2.3. Motivation
2.4. Conflict management and negotiation
2.5. Emotional intelligence
2.6. Effective communication. Dealing with difficult conversations.
2.7. Career development, coaching and mentoring

IV.B.-Training activities

Type	Title
Lectures	Presentation of theoretical concepts.
Prácticas / Resolución de ejercicios	Group work in class to reinforce theoretical concepts.
Prácticas / Resolución de ejercicios	Preparation and presentation of group work.
Other activities	Active participation in class.
Other activities	Individual or group tutorials where necessary.

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V.-Student workload	
Theoretical sessions	12
Resolution of exercises, problems, case studies, etc.	10
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	2
Related activities: conferences, seminars, etc.	4
Preparation of theoretical sessions and self-study	10
Preparation of practical tasks, exercises, case studies, projects, etc.	20
Preparation for tests and/or exams	15
Total student workload	75

VI.-Methodology and academic programme

Type	Period	Content
Week 1 to Week 4	Students learn to collaborate with classmates and teachers to creatively and constructively resolve the questions and problems identified from daily experience, using what they have learnt and the recommended learning resources.	Week 1 to Week 4
Prescribed reading and reflection through written assignments. Reading of recommended resources on Leadership and Management skills.	Group work	Week 3 to Week 4
Group exercise is a basic methodolgy in this course (both, during the course and as part of final evaluation) Case studies: individual and group work in class to reinforce learning and collaboration.	Week 1 to Week 4	Cooperative learning: students learn to collaborate with classmates and teachers to creatively and constructively resolve the questions and problems identified from daily experience, using what they have learnt and the recommended learning resources.

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Academic tutorials	Week 1 to Week 4	Will be planned and communicated to students in the first week. The classes will be complemented with the possibility for the student to attend tutoring outside the classroom, where the teacher will proceed to individually deal with the possible questions which may have arisen from the subject.
Tests and/or exams	Week 4 to Week 4	Final exam: a) theoretical part - individual test b) practical part - group work (research and presentation)
Theoretical sessions	Week 1 to Week 4	Theoretical approach to the subject. Group discussion and practical exercises to reinforce the theory.

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VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Final exam:
a) theoretical part - individual test
b) practical part - group
work (research and presentation)

The professors will adapt evaluations to the group.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials

Basic bibliography

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Consultation bibliography

IX.-Professors

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