

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Architecture		
Scope	Architecture, construction, building and urban planning, and civil engineering		
Faculty/School:	Higher Polytechnic School		
Course:	COMMUNICATION: LEADERSHIP SKILLS AND ABILITIES		
Type:	Compulsory	ECTS credits:	6
Year:	1	Code:	3716
Teaching period:	Second semester		
Subject:	Humanities		
Module:	Direction and Leadership		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

The course aims to set the student on the path to personal maturity; from the discovery of their vocation and their response to it in their university environment, in the here and now. To this end, the student will develop the ability to know himself and work in the different areas of the person: intelligence, will, affectivity and social relations.

This course addresses the personal skills and competencies that good architectural professionals should have, favoring their development in our undergraduate students.

The course is organized with leadership as its central axis and how it can be achieved through integration, personal growth, proactivity, creativity, communication and working with and for others.

## GOAL

Deepen their self-knowledge, recognizing and forging the necessary competencies to promote their personal and professional maturity.

The specific aims of the subject are:

That the student understands the concept of competence and its application in their personal and professional development.

That students expand their knowledge of themselves, encouraging a commitment to their training and growth.

That the student acquires knowledge, skills and abilities for teamwork.

That the student acquires knowledge, attitudes and skills to develop communication competence.

Let the student reflect on the key competencies of an architect and relate them to their personal development.

## **PRIOR KNOWLEDGE**

The subject has no prerequisites, although the knowledge acquired in the field of Applied Philosophy in the first semester is very useful.

## **COURSE SYLLABUS**

Topic 1. Introduction.

1.1 Presentation of the subject: classroom, mentoring and cross-sectional project.

1.2 Presentation of the Teaching Guide.

Theme 2. The competencies of the person.

2.1 History of competencies.

2.2 Definition of the concept.

2.3 Pillars of competition.

2.4 Competencies in the professional context.

2.5 Competence acquisition process.

2.6 Competencies of the architect

Theme 3. Servant leadership.

3.1 What is servant leadership.

3.2 Leader competencies.

3.3 Leadership Development.

3.3.1 Intrapersonal leadership.

3.3.2 Interpersonal leadership.

Topic 4. Competencies related to personal development and mentoring.

4.1 Deep Look and Proactivity (Mentoring 1).

4.2 Personal knowledge: personality (mentoring 2); personal development path (mentoring 3) and gift (mentoring

4).

4.4 Search for meaning: vocation, mission and vision (Mentoring 5) and life project (mentoring 6).

4.5 Learning to learn/improve: learning styles, GROW actions and creative habits.

4.6 Critical and Analytical Thinking: Cognitive Errors and Learning Systems

4.7 Creative thinking: creativity. Edward de Bono.

Topic 5. Interpersonal competencies.

5.1 Teamwork.

5.1.1 Differences between team and group.

5.1.2 Dimensions of a team.

5.1.3 Phases of team development. Bruce Tuckman.

5.1.4 Dispute Resolution/Negotiation.

5.1.5 Decision-making.

5.1.6 Time Management and Planning. Team minutes.

5.2 Communication.

5.2.1 Communication for the encounter: full presence-listening, empathy, assertiveness, etc.

5.2.2 Public speaking: effective presentations: verbal, paraverbal and non-verbal language.

## EDUCATION ACTIVITIES

Our teaching methodology seeks to develop the skills and competencies that we must acquire for personal and professional growth. To do this, we will work:

1.- In the classroom, through individual and team work (cross-cutting project).

1.1.- Theoretical and practical sessions, aimed at applying knowledge to the experience of each student.

1.2.- Sessions with personal knowledge questionnaires/application of specific personal knowledge tools.

1.3.- Teamwork sessions for the development of the cross-cutting project and application of the tools.

2.- In mentoring, through six one-hour individual sessions and the work derived from each of them.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for oral and written expression.

Ability to solve problems and to take decisions.

Capacity for interpersonal communication.

## **General Skills**

Capacity for oral and written expression.

Ability to solve problems and to take decisions.

Capacity for interpersonal communication.

## **Specific skills**

Ability to develop oral and written communication habits.

Ability to identify one's own personal maturation process and the goals to be achieved, organizing an action plan aimed at achieving them.

Ability to develop criteria for problem solving and decision-making both in the professional and personal spheres.

Ability to cultivate attitudes of leadership and social responsibility in personal and professional performance.

## **LEARNING RESULTS**

It defines the architect's own competencies.

Understand what personal maturity is and its relationship with the dimensions and powers of the person and their actions.

He begins to carry out a personal development plan designed based on what he is - with his strengths and weaknesses-, what his gift is and how he can deploy it through the competencies of an architect and according to his motivations and values, vocation and professional goals.

Identify and record your own mistakes and achievements and those of your team, as part of the process of cooperative learning and personal and professional growth through the minutes and the report of the cross-cutting project.

Works and encourages all members of the team to contribute in a cooperative, creative and innovative way.

As part of a team, he works and encourages planning, distribution of functions and fulfillment of tasks to achieve established objectives.

It implements decisions assuming the consequences, in accordance with a correct sequencing of the decision-making process and its corresponding plan of action when deciding on a team project.

Develop effective communication with your peers by practicing active listening, assertiveness, empathy and feedforward feedback; and sharing positive and negative learning with respect.

Develop effective communication in the final presentation, putting into practice appropriate verbal and non-verbal language and distinguishing the parts of the oratory.

He understands authentic leadership as service, bringing out the best in himself to bring out the best in others.

## LEARNING APPRAISAL SYSTEM

Our teaching methodology seeks to develop the skills and competencies that we must acquire for personal and professional growth. I. ORDINARY AND EXTRAORDINARY EVALUATION SYSTEM.

The final grade of the course consists of:

SE 1: Evaluation of the theoretical content of the subject 30%: partial exams of each topic carried out during class time.

SE 2: Evaluation of teamwork 45%: written memory of the team (15%), oral presentation of the project/content subject (15%) and work carried out in the classroom throughout the course (15%).

SE 3: Evaluation of mentorships (tutoring) and their work (25%)

Attention: In order to make the average grade, it is required that: the minimum grade in each of the sections and subsections that make up the different evaluation methods, be at least 5 points out of 10. In any case, a 5 will be required to pass the course. Attend at least 80% of classroom classes and mentoring. Carry out the Transverse Project, with its corresponding individual and team deliveries.

If the student undertakes an extraordinary evaluation system, and has completed the evaluation in the ordinary system, those grades of the sections and subsections will be kept, as long as the grade is at least 5 points out of 10.

ALTERNATIVE EVALUATION SYSTEM (STUDENTS WITH ACADEMIC DISPENSATION). They must contact the

teacher to take advantage of this system. In any case, the evaluation system will be the same as the ordinary evaluation system.

Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations. The Honorary Tuition is a recognition of excellence. It is awarded only to students who are significantly different from the rest of their classmates, not only by the grades obtained, but also by taking into account their learning process in the different areas of the subject. The decision to grant Honorary Enrollment is up to the teacher. If there is more than one candidate, an additional test may be requested, either an oral exam, a research paper and practical application, etc.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Alfonso Lopez Quintas. Discovering the greatness of life [electronic resource]: a path to personal maturity/Bilbao:Desclée de Brouwer, 2009.

(Alfonso Lopez Quintas. Discovering the greatness of life [electronic resource]: a path to personal maturity/Bilbao:Desclée de Brouwer, 2009. , ||Viktor Frankl; translation by Christine Kopplhuber and Gabriel Insausti Herrero; edition and foreword by José Benigno Freire. The man in search of meaning/Barcelona:Herder, 2011. )

Xosé Manuel Domínguez Prieto. Call and Life Project [Electronic Resource]/2nd ed. Madrid:PPC, 2011.

### Additional

Alejandro Llano. Life Achieved/Barcelona:Ariel, 2002.

M {u00aa} Ángeles Noblejas de la Flor. Words for a meaningful life [electronic resource]/Bilbao:Desclée de Brouwer, 2000.

Edward de Bono. Six hats to think about/Barcelona: Juan Granica, 1988.