



COMPETENCE DEVELOPMENT

General data

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| Course code: | B19C11E |
| ECTS credits: | 3 |
| Type of the course: | Option module |
| Semester: | Spring, Semester 4 and 6 |
| Course restrictions: | |
| Course leader (with availabilities): | <i>Edit Bányai, PhD</i> <i>banyai.edit@ktk.pte.hu</i> <i>+36 72 501 599/63373</i> |
| Further lecturer(s) (with availabilities): | |

1. Description and aims

Module aims:

- to provide students with basic knowledge, skills and ethical and responsible attitudes to succeed in the future professional working environment
- to teach a set of skills grounded in behavioural science theory and research that are essential for a successful career in management.
- to develop students' soft skills for workplace success; personal and interpersonal skills, emotional intelligence, networking, teamwork, cooperation, decision-making, communication, and time management will help them become effective employees and managers.

2. Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, students should be able to:

1. distinguish the typical managerial skills, and understand the importance of their development (PILO 1)
2. learn and apply the theories of group dynamics; contribute positively to group (team) working (PILO 1)
3. define and contrast concerns and misunderstandings associated with emotional intelligence (EI), emotional-social intelligence (ESI); how emotions work to influence thought and behaviour; and how EI and ESI are learned and developed (PILO 1, 5, 6, 7, 8)
4. distinguished the different types of interpersonal conflict and apply the type-appropriate conflict resolution practices (PILO 6, 7, 8)
5. communicate intentionally and strategically in daily interactions to align their goals to outcomes and tailor messages to various audiences to maximize impact (PILO 6, 7, 8)
6. examine their influence through relationship building, understand the ethical aspect of behaviour (PILO 5,6,7,8)
7. engage in self-recognition regarding their personality type (PILO 7)



(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. The basic managerial skills (Core learning material: Preface)
2. Self-assessment based on the identified skills (Core learning material: Coursebook: Chapter 1: Developing Self-Awareness)
3. Developing Self-Awareness (Core learning material: Coursebook: Chapter 1: Developing Self-Awareness)
4. Developing Emotional Intelligence (Core learning material: Chapter 1: Developing Self-Awareness)
5. Building Relationships by Communicating Supportively – Communications Styles (Core learning material: Chapter 4: Building Relationships by Communicating Supportively)
6. Building Relationships by Communicating Supportively - Delivering Positive and Negative Feedback, Avoid Defensiveness and Disconfirmation in Interpersonal Communication (Core learning material: Chapter 4: Building Relationships by Communicating Supportively)
7. Interpersonal skills (Core learning material: Chapter 9: Building Effective Teams and Teamwork. Motivating Others (Core learning material: Chapter 6: Motivating Others)
8. Managing Conflict (Core learning material: Chapter 7: Managing Conflict)
9. Decision making
10. Gaining Power and Influence (Core learning material: Chapter 5: Gaining Power and Influence)
11. Managing Stress and Well-Being (Core learning material: Chapter 2: Managing Personal Stress)
12. Summary of what has been learned

4. Learning and teaching strategy, methodology

The teaching method focuses on experimental and practical experience, including classroom discussion, simulation, and training exercises. The course follows a skill-building approach, which helps students comprehend and apply effective study, communication and work skills through class discussion and encourages high student involvement (see CILO 1-7).

5. Assessment

Formative assessment elements:

A high emphasis is placed on participation in simulation exercises with subsequent coaching and feedback by both the teacher and classmates.



Each exercise consists of an activity designed to get students thinking about, practising, and discussing skills essential for career and personal success – soft skills.

Summative assessment elements:

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|------------------------------|------|-------------------------|------|
| Individual Assessment | 50 % | Group Assessment | 50 % |
|------------------------------|------|-------------------------|------|

| Name of the element | Weight | Type | Details | Retake opportunity | Req.* | Related CILOs |
|---|--------|-----------------------------|---|--------------------------------|-------|---------------------|
| Progress report | 35% | written course and homework | Students have to fill in the Progress Report (word doc) developed for each Module. | There is one resit opportunity | No | 7 |
| Development plan | 15 % | written homework | Students have to fill in the Development Plan (word doc) developed for each Module. | There is one resit opportunity | No | 1,6,7 |
| Class activities: Participation in trainings, simulations and discussions | 50 % | oral course work | Classroom discussion, simulation and training exercises. Self and peer evaluation. | no | yes | 1, 2, 3, 4, 5, 6, 7 |

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

Students must pass all of these elements to have passed the Module, and they have to achieve a minimum of 51% of each component to pass it.

Use of AI:

In line with the University of Pécs, Faculty of Business and Economics guidelines on the use of artificial intelligence, this course adopts Position 2 regarding AI usage. The use of AI tools is permitted, but only responsibly, under supervision, and as a complement to the students' own professional competencies, in the course of completing the tasks specified below.

One of the aims of the course is for students to be able to critically evaluate the answers and solutions provided by AI in the fields of research projects and management. To achieve this, acquiring a solid foundation of knowledge is essential, for which the assigned literature and course materials provide a reliable basis.

Another aim of the course is for students to learn to use AI tools consciously and actively in problem-solving and work-related tasks. Accordingly, the use of AI tools is permitted for solving mid-term assignments as well as in preparation for exams/tests. However, the use of AI during the written test/exam itself is not permitted.

Assessment will focus on students' independent knowledge, their understanding of the course material, and their ability to apply it. Assistance provided by AI does not replace personal knowledge, and students bear full responsibility for the accuracy of any AI-generated content they use.

The course content will be delivered in line with the logic of the required readings and class materials, and assessment will also be based on this knowledge base. Therefore, it is recommended that any AI-generated responses be checked and integrated with reference to the course's own learning materials.

Finally, please note that the textbook and all additional teaching materials (slides, exercises) are the intellectual property of the University of Pécs. Uploading these materials, in whole or in part, to publicly accessible generative AI tools or any external database is strictly prohibited, as it infringes intellectual property rights and may result in proceedings in line with the University's internal regulations and the applicable laws.



6. Learning materials

Essential

- D, A. Whetten, K. S. Cameron (2016/2019): Developing Management Skills, 9/10th Edition, Pearson, ISBN-13: 9780133128116

Recommended

- Tom Rath (2007): StrengthsFinder 2.0 , Gallup Press; 1 edition (February 1, 2007), ISBN-13: 978-1595620156
- Dr Wesley E. Donahue (2018): Building Leadership Competence: A Competency-Based Approach to Building Leadership Ability ISBN-13: 978-1980818830
- Stephen R. Covey (2013): The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change
- Charles Duhigg (2014): The Power of Habit: Why We Do What We Do in Life and Business
- David Allen (2002): Getting Things Done: The Art of Stress-Free Productivity
- Fleming (2015): The Leader's Guide to Emotional Agility (Emotional Intelligence): How to Use Soft Skills to Get Hard Results FT Press, SBN-13: 9781292083049
- Nelson, Low (2011): Emotional Intelligence: Achieving Academic and Career Excellence in College and in Life, 2nd Edition, ISBN-13: 9780132782722

7. Further information

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| International aspects embedded with the course |
| Theoretical models |
| Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course |
| The module aims to provide students with the ethical and responsible attitudes to succeed in the future professional working environment, to be a skilled manager |
| Connections to the world of practice of the course |
| Traditional case studies, Use of own consulting / work experience |