

Degree	Type	Year
Tourism	OB	3

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites.

## Objectives and Contextualisation

Through the contents of this course, students will be able to:

- Identifying strengths and weaknesses as a communicator
- Structuring information: synthesis, order and hierarchy
- Analyse the influence of social media in the sector in order to promote a communication project.
- Develop the capacity for analysis, reflection and synthesis: the CV and the job interview
- Learn to practise empathy, active listening and assertiveness.
- Knowing and applying teamwork strategies.

## Competences

- Behave ethically and adapt to different intercultural contexts.
- Critically interpret the context in which the tourism sector operates, from different perspectives deriving from theory, ideology and good practice.
- Develop a capacity for independent learning.

- Implement business communication techniques used by tourism organisations: internal, external and corporate.
- Self-assess the knowledge acquired.
- Use communication techniques at all levels.
- Work in a team.

## Learning Outcomes

1. Behave ethically and adapt to different intercultural contexts.
2. Develop a capacity for independent learning.
3. Self-assess the knowledge acquired.
4. Use communication techniques at all levels.
5. Use communication techniques to convey ideas about the state of the tourism sector.
6. Use the communication techniques associated with tourism entities.
7. Work in a team.

## Content

### I Expressing yourself: public speaking

- Presenting information: key points, secondary information, examples and anecdotes
- Rhetoric for public speaking
- The proper use of information and communication technologies
- Non-verbal communication

### II Knowing the environment: corporate and media communication

- The 5 Ws of communication
- Knowing your audience
- Adapting to the channel

### III Thriving in the environment: curricula, interviews, debates and meetings

- Tips and resources to prepare curriculums
- Tips and resources to prepare job interviews
- Professional meetings

### IV Asserting yourself: the good leader

- Empathy and assertiveness
- Teamwork and managing teams
- Leadership and types of leadership

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom	40	1.6	1, 4, 6, 5
Type: Supervised			

Learning by doing	14	0.56	1, 2, 4, 5
Resolution directed activities	6	0.24	2, 3
Tutoring	16	0.64	1, 2, 4
Type: Autonomous			
Elaboration works	56	2.24	1, 2, 7, 5

#### a) Theoretical approach

The professor will provide theoretical explanations in a master class format to introduce and engage students in the topics illustrated through the contents of the subject, emphasizing the use of case studies. Visual, textual, and moving image references will be provided as well throughout these lectures.

#### b) Practical approach

The theoretical lectures will be followed and interspersed with debates and dialogues among students and with the professor. Short exercises and problem-based activities will also be devised so that students apply the knowledge acquired in each block. Subsequently, each learning block will be evaluated in either group or individual activities. Cooperative learning will be particularly encouraged for this approach.

Language in which the subject is taught: Spanish (Tourism Degree) and English (Tourism Degree in English).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Discussions-Forums	20%	2	0.08	1, 4, 7
Exams	40%	4	0.16	2, 4, 3
Oral presentations	40%	12	0.48	1, 2, 4, 7, 6, 5

#### Continuous assessment of this subject:

a) A theoretical exam on current issues, as well as on the topics of the communicative and managerial field developed in class: 40% of the final mark.

b) Practical work proposed throughout the course and delivered within the established deadline: 40% of the final mark.

c) Attitude and active participation in dynamics, forums and sessions: 20%.

A minimum average mark of 5 out of 10 is required to pass the course.

*The grade for the subject will be NOT EVALUABLE when the student attends less than half of the assessment activities and/or does not attend the final exam.*

#### 1a) Re-assessment of the continuous assessment

A re-assessment is foreseen for students who, having failed the course, have obtained more than 3.5 in the exam.

#### Single assessment of this subject:

- a) An oral theory exam on topics in the field of communication and management: 40% of the final mark.
- b) Completion of a communication or management-related case study: 40% of the final mark.
- c) Delivery of the weekly practices related to current events in the sector: 20%.
- d) Reading and review of one out of three possible resources that the teacher will indicate on the established dates: 20% of the final mark.

In order to pass the course, a minimum average mark of 5 out of 10 must be obtained.

1a) Re-assessment: "The recovery of the subject by single assessment will be the same as that of the rest of the students and in order to take the re-assessment it will be necessary for the student to have obtained at least a 3.5 in the set of evidence of which the single assessment consists".

Note: partial or total plagiarism in any activity or project will imply the non-accreditation of the whole course.

## Bibliography

### RECOMMENDED BIBLIOGRAPHY (the references in English are for GTA students)

- Anderson, Chris (2016): TED's secret to great public speaking
- Aran, Gina. (2015). *Comunicación persuasiva en las entrevistas de trabajo* (Vol. 340). Editorial UOC.
- Baró, Teresa. (2012). La gran guía del lenguaje no verbal. *Editorial Paidós. Barcelona.*
- Bariso, J. (2018) EQ Applied: the real-world guide to Emotional Intelligence
- Bengoechea, Mercedes (2010). «La comunicación femenina. Claves, desde la perspectiva de género, para entender qué pasa cuando hablamos» en *Uso del lenguaje en el mundo laboral. La comunicación femenina*. Gobierno Vasco. Fondo Social Europeo
- BERNAL-TRIVIÑO, Ana, *Hacia una comunicación feminista. Como informar e informarse sobre violencia machista*, Barcelona, UOC (2019)
- BERNARDEZ, Asunción (2015) *Mujeres en Medio(s). Propuesta para analizar la comunicación masiva con perspectiva de género*, Fundamentos, Madrid
- Cockcroft, Robert (1992): *Persuading people: an introduction to rhetoric*. Hampshire; Macmillan Press
- Davis, Flora (1976): *La comunicación no verbal*. Madrid: Alianza
- Foster, Clare & McCabe, Scott (2010): "Management Development Skills in the Hospitality and Tourism Sector: Needs and Issues from a Regional Perspective". *Tourism & Hospitality Planning & Development*, vol. 7, is. 4. Taylor & Francis Online
- GALLEGO, Juana (2014), *De reinas a ciudadanas. Medios de comunicación, ¿motor o rémora para la igualdad?* Barcelona, Icaria (2013) y UOC (2014)
- García, L. R. T. (2019). *INTELIGENCIA EMOCIONAL para que puedas dirigir tu vida*. Lulu. com.
- Illán, J. F. R. (2021). *Comunicación efectiva y trabajo en equipo*. Ediciones de la U.
- James, Judi (1995): *El lenguaje corporal*. Barcelona: Paidós
- Knapp, Mark L. (1980): *La comunicación no verbal*. Barcelona: Paidós
- McCabe, Scott (2008). *Marketing Communications in Tourism and Hospitality*. London: Routledge
- Motion, Judy (2016): *Social media and public relations: a guide for professionals*. London: Routledge.

Naisdat, Ivy (2004): *Hablar sin miedo*. Barcelona: Oniro

Nguyen,Kenny; Murillo, Gus; Killeen, Robert y Jones,Luke(2017) *Presentaciones memorables. Crea experiències úniques que cautiven a tu audiència*. Empresa Activa

Sebastián, Carmen (2001): *La comunicación emocional*. Madrid: Prentice Hall

Sherer, Anita & Mössenlechner, Claudia (2009): "Key competencies of tourism graduates: the employer's point of view", *Journal of Teaching in Travel & Tourism*, vol. 9, iss. 3-4, pp. 266-287.Taylor & Francis Online 4 08.03.001

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TAMARIT VALERO, Amparo (2019 ) *Información y comunicación con perspectiva de género: ( Servicios Socioculturales y a la Comunidad) Síntesis*. Madrid

Whetten, David and Cameron, Kim (2015). *Developing Management Skills*, London: Pearson Education Limited

Materials prepared by the teacher

## Software

Mobile devices will be put away and kept on silent during class. The teacher will indicate when they may be used for teaching purposes.

## Groups and Languages

Name	Group	Language	Semester	Turn
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	2	English	first semester	morning-mixed