TEACHING GUIDE OF THE SUBJECT

LEADERSHIP AND MANAGEMENT OF SOCIO-EDUCATIONAL ORGANIZATIONS

BASIC DATA OF THE SUBJECT	
Title (English/Spanish): Leadership and management of socio-educational organizations / **Dirección y gestión de organizaciones socioeducativas**	
Module: Direction, management, and coordination of socio-educational organizations.	
Code: 202210214	**Syllabus year:** 2011
Type: Compulsory	**Academic year:** 2021/2022
Credits: 6	**Grade:** Third **Semester:** Fifth
Teaching language: Spanish/English	

BASIC DATA OF THE TEACHING STAFF
Coordinator: BEGOÑA MORA JAUREGUIALDE (T1)
Faculty/Department: Faculty of Education, Psychology and Sport Sciences/ Department of Pedagogy
Knowledge area: Didactics and School Organization
Office: 17   **E-mail:** bego.mora@dedu.uhu.es   **Tel.: 959218489**
Teaching hours of the subject: https://www.uhu.es/fedu/?q=iacademica-graedus&op=horarios

Tutorial timetable first and second semester[1]:

Monday	Tuesday	Wednesday	Thursday	Friday
11.30-13.30				
16.00-20.00				

*Compulsory tutorials and group tutorials may be held at times other than those specified, but always during the non-class hours.

OTHER TEACHERS:
Name and surname: TO BE HIRED (T2)
Faculty/Department: Faculty of Education, Psychology and Sport Sciences/ Department of Pedagogy
Knowledge area: Didactics and School Organization
Office: **E-mail**:   **Phone:**
URL Web: https://www.uhu.es/fedu/?q=iacademica-graedus&op=horarios

Tutorial timetable first and second semester Monday	Tuesday	Wednesday	Thursday	Friday	

[1] The tutorials timetable may undergo changes after this Teaching Guide is published. We strongly encourage students to consult the department notice boards for updates.

SUBJECT DESCRIPTION

REQUIREMENTS AND/OR RECOMMENDATIONS:

There are no specific prerequisites to take the course.
However, it is recommended to review the previous contents on School Institutions, Social Policy and Social Psychology. It is advisable to have passed the subjects related to School Institutions.

COMPETENCIES:

General (G):

B1. Know and critically understand the theoretical and methodological bases that, from pedagogical, sociological, psychological, and anthropological perspectives, underpin socio-educational processes, as well as the legislative frameworks that enable, guide, and legitimise the action of social educators.
B2. Analyse, know, and understand the functions that the profession of social education has acquired culturally and historically, as well as the characteristics of the institutions and organizations in which it carries out its work, to configure its professional field and identity.
B3. Diagnose and analyse the factors and processes involved in the socio-cultural reality to facilitate the explanation of socio-educational complexity and the promotion of intervention.
B5. Direct, manage and coordinate socio-educational organizations, centres and institutions.
B7. Acquire skills, abilities, and attitudes for socio-educational intervention.

Cross-cutting (T):

T1. Use information and communication technologies as part of their professional practice.
T2. Prove speaking and writing proficiency at B1 level in a second language according to the Common European Framework of Reference for Languages (CEFR).
T4. Have a good command of the Spanish language, knowledge of the different styles and specific languages needed to develop the field of study.
T5. Promote, respect, and watch over human rights, democratic values, and social equality.

Specific (E):

E1. Promote teaching and learning strategies based on a critical and investigative attitude that facilitates collaboration, active participation, group work as well as reflection and action processes when defining human groups capable of transforming their own reality.
E4. Know the social welfare policies and legislation underpinning socio-educational intervention processes.
E6.
Promote a personal and group position of critical and emancipatory autonomy towards media and social communication messages and especially their persuasive language.

E8. Know and understand the characteristics of the school environment, its organization and functioning as a context for professionalisation.
E9. Learn and understand the characteristics of social services, their organization and operation as a context for professional development.
E10. Get to know and understand the organization and functioning of NGO, associations and other resources as working environments for Social Education.
E11. Know and understand the organisation and functioning of child protection centres, shelters and residential centres, reform institutions... as professionalising centres for Social Education.
E22. Ability to direct and manage educational institutions: child protection centres, shelters and residential centres, reform institutions, schools...
E25. Get to know the structure and processes of groups, as well as the main techniques for group dynamics.

LEARNING OUTCOMES:

Students are expected to acquire basic notions on the analysis of the context of socio-educational organizations, as well as technical and social aspects of their management, particularly those related to aspects such as leadership, management and direction systems, organizational culture and climate, communications, conflicts, innovation, and evaluation. It is also intended to improve the perception of these institutions through the promotion of a critical spirit and the adoption of a global perspective of these institutions.

METHODOLOGY

Student working hours:

Number of hours in ECTS…………..150
- Classes Large groups: 33
- Classes Small groups: 12
- Individual work or tutoring..105

TRAINING ACTIVITIES

Training activities	Hours	Attendance
Large group classes: Lectures, participation in discussions and colloquiums, and evaluation activities (written or oral, individually or in groups).	33	100%
Small group classes: Internships (in the classroom, computer room, etc.) and external activities (attendance at conferences, institutions, etc.).	12	100%
Autonomous and/or supervised work (Dossier of practices): individual or group tutorials, self-evaluations, exercise resolution, bibliographic searches, and documentation, document reading and analysis, research design or planning, preparation of individual or group reports, etc.	105	0%
Other training activities	0	0%

TEACHING METHODOLOGIES

Theoretical class: lecture, expository, problem solving, debates, etc.	X
Practical classes: (in the classroom, computer classroom, etc.); analysis of cases or problems; academic visits or excursions; Attendance at conferences, round tables, lectures; analysis of documentary materials (readings, audio-visual material, etc.).	X
Specialized tutoring; conducting seminars; directing individual or group work, etc.	X

The expository sessions will be used to introduce and explain the main contents, concepts, and procedures of the subject (competences B1, B2, B5, T5, E1, E6, E8, E22, E25).
Presentations and seminar practice are designed to enable students to progress in the identification and use of relevant information, to develop their critical capacity, to assimilate and transfer the most relevant concepts of the subject (competences B2, B3, B5, B7, T1, T2, T4, T5, E6, E8, E9, E10, E11) Individual and group tutorials, as well as formative assessment activities, will be aimed at guiding, providing information, supervising, and contrasting the progress and difficulties of students in achieving the proposed competences (competences T5, E1, E6).

CONTENT PROGRAM

Unit 1. The context of management. The internal context of the organization. Types of organization. Internal contextual elements. The social context. Social policy as a management conditioning factor. Legal framework: legislation on institutions and socio-educational organizations. Other regulations. Some models to value the management environment.

Unit 2. The managerial function. Formal aspects of management. Non-formal aspects. Leadership. Theories and evolution. Leadership styles. Participative management.

Unit 3. The technical dimension of management. Project management. Strategic management. Planning. Economic and administrative management of the organization. Resource management.

Unit 4. The social and personal dimension of management. The social climate in organizations. Organizational and professional culture. Internal and external communication. Decision-making processes. Conflicts: prevention and resolution. Management styles.

Unit 5. Management in the processes of evaluation and institutional improvement. Change and innovation processes. Managerial competencies for institutional improvement. Evaluation as a mechanism for improvement.

REFERENCES AND OTHER RESOURCES

• **Basic**
Reyes, M. (2013). *Dirección y gestión de organizaciones socioeducativas*. Sevilla: Fénix Editora.

• **Specific**
Caramés, R. (2001). *Formación para la dirección de centros educativos: comunicación y eficacia negociadora*. A Coruña: Servicio de Publicaciones de la Universidad.
Dudaryov, V. &Popovych, V. (2019). The social institutions leader's individual psychological qualities. Innovative Solutions in Modern Science, 2(29), DOI 10.26886/2414-634X.2(29)2019.6
Fernández Serrat, M. L. (2001). *Dirigir centros educativos*. Granada: Grupo Editorial Universitario
Gimeno, J. (coord.) (1995). *La dirección de centros. Análisis de tareas*. Madrid: MEC-CIDE.
Glückler, J, Suddaby, R & Lenz, R. (2018). *Knowledge and Institutions*. Berlin: Springer Open.
Isaacs, D. (2004). *Ocho cuestiones esenciales en la dirección de centros educativos*. Pamplona: EUNSA.
Jirasinghe, D. y Lyons, G. (1995). Management competences in action: a practice framework. *School Organization*, *15 (3),* 267-282.
Khan, S. R. & Javed, U. (2018). Ethical Leadership and Impression Management in Educational Institutions. *Pakistan Journal of Social and Clinical Psychology, vol.16 (1*), 51-56
López Yáñez, J. y otros (2003). *Dirección de centros educativos*. Madrid: Síntesis.
Manea, A.D. (2015). Innovation in the management of educational institutions. *Procedia, Social and Behavoiral Sciences, 209*, 310-315
Membrado, J. (2007). *Metodologías avanzadas para la planificación y la mejora*. Madrid: Díaz de Santos.
Mitra, R., Moldanova, A. (2018). Social Institutions and Sustainability: A Transdisciplinary Research Agenda. *Critical Sociology, vol.44(2*), 275-283
Navajo, P. (2009). *Planificación estratégica en organizaciones no lucrativas.* Madrid: Narcea.
Prastiawan, A., Surahman, E., Gunawan, I., Dewantoro, D.A., Putra, A. P., Cholifah, P.S., Nuraini, N.L.S. (2019). *Office Management of Educational Institutions: Theories and Applications. Adnvances in Social Science, Educational and Humanities Research, vol. 282*, 758-762
Petrovic, V. (2020). Modern management in institutions of the social welfare in *Latest developments in speech therapy, occupational therapy, and social work: Between Tradition and Transition.* Beograd: Visoka škola socijalnog rada. p.41-50
Sagi-Vela, L. (2004). *Gestión por competencias*. Madrid: ESIC.
Sánchez Vázquez, J. F. (2010). *Liderazgo: teorías y aplicaciones*. Salamanca: Universidad Pontificia.
Schonfeld, R. (2000). *El liderazgo es un sentimiento. Manual de liderazgo para organizaciones sociales*. Buenos Aires: Granica.
Shakirova, A, Gudyaeva, L & Prygunova, M (2020). Sustainable development management: analysis of interaction of social institutions (on the example or Republic of Tatarstan). E3S os

Conferences 208, 04017, IFT 2020. https://doi.org/10.1051/e3sconf/202020804017
Yuki, G. (2008). *Liderazgo en las organizaciones*. 6ª ed. Madrid: Pearson.

• **Other resources**
  - Class notes.
  - Study cases.
  - Official State and Autonomous Community Bulletins.

EVALUATION SYSTEM

Evaluation criteria:

1. Attendance to theoretical/practical classes and practical lessons with active participation.
2. Presentation and organization of the work requested (Portfolio/Dossier where all the activities proposed during the course will be presented.
3. Conceptual and methodological coherence. Spelling and grammatical correctness.
4. Compliance with the due date and correct academic format.

Evaluation Instruments	Minimum	Maximum
Written content test (objective)	0.0	40.0
Elaboration of the Dossier of practical activities carried out, as well as the analysis and personal contributions to them. Including analysis of documentary sources, case studies and the surrounding reality, self-evaluation, etc.	0.0	50.0
Justification, coherence, and rigor in monographic works with oral and/or written exposition.	0.0	10.0

CALLS:

Ordinary call I or during the course. The evaluation of the syllabus will be made according to what is established within the evaluation instruments. To pass all the tests, it is necessary to obtain at least 50% of the grade.

The mention of "Matrícula de Honor/Honourable Mention" (MH) may be awarded to students who have obtained a grade equal to or higher than 9.0. Their number may not exceed 5% of the students enrolled in the subject within the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Honourable Mention" may be awarded. For the calculation of the maximum number of "Honourable Mentions", the number of students will be rounded up to the next higher integer and students of the University of Huelva who are studying at another university in the framework of a national or international student mobility program will not be included in the calculation. The grades obtained at the host university will be recognized for these students, regardless of whether the quota has been filled with students taking the course at the University of Huelva.

The honourable mention will be awarded to the student who obtains the highest grade (higher than 9 out of 10 points) in the ordinary call I. If there is more than one student with the same grade, who could opt for the honourable mention (provided that the quota to obtain this mention is exceeded), a specific work will be commissioned whose evaluation will determine the obtaining of the honourable mention, following the same evaluation criteria of the subject.

Ordinary call II or make-up call during the course:
The evaluation of the syllabus will be made as established in the evaluation instruments. To pass all the tests, it is necessary to obtain at least 50% of the grade.

Ordinary call III or make-up in a subsequent academic year.
The evaluation of the syllabus will be made according to what is established in the evaluation instruments. To pass all the tests, it is necessary to obtain at least 50% of the grade.

Extraordinary call to complete degree.
The extraordinary call to complete the degree will always be developed in a single final evaluation.

EVALUATION MODALITIES:

Continuous evaluation:
The continuous evaluation will be carried out according to the guidelines set out at the beginning of this section.
The evaluation will be continuous for ordinary exams I, II and III.

Single final evaluation:
According to Article 8 of the Evaluation Regulations for undergraduate and official master's degrees at the University of Huelva, approved on March 13, 2019, students will be entitled to a Single Final Evaluation.

To take advantage of the single final evaluation, the student **will request it to the faculty responsible during the first two weeks of the course, by email** or according to the procedure established in the teaching guide of the course. In this case, the student will be evaluated in a single academic act that will include all the contents developed in the course, both theoretical and practical, and that will take place on the date of the ordinary evaluation call (depending on the number of students, it may be done orally, at the discretion of the teacher responsible for the group).

The extraordinary call to complete degree will always be carried out in a single final evaluation.

To pass the course in this modality, students must submit a paper (30% of the final grade) and a written and oral exam (70% of the final grade), to show the acquisition of all the contents and competencies indicated in the guide. **To pass the subject, students must pass both tests.**
The work material will be provided through the Moodle platform (face-to-face teaching support). The basic documentation of the subject consists of the bibliography presented in this guide.
It is mandatory to attend at least three tutoring sessions (face-to-face or virtual), for the follow-up of the activities carried out.

• **Evaluation and grading criteria:**

Depending on the type of test agreed with the students, the application and relevance of the following general evaluation criteria will be adapted:
   - Mastery of the basic concepts and procedures in the subject.
   - Application of the fundamental concepts and basic procedures to practical cases.
   - Ability to relate concepts and ideas by means of comparison strategies, search for similarities and differences, empirical contrast, consistency, etc.
   - Ability to search, select and analyse information.
   - Production of new ideas or re-elaborations of the ideas presented, avoiding the simple repetition of what has been expressed by others or the assumption of ideas for reasons of authority.
   - Grounding, argumentation, and reasoned support of the ideas presented in academic papers, linking them with existing theories, concepts or ideas and supporting them in them or in facts.
   - Ability to synthesize and integrate diverse contributions and information into a coherent ensemble with a unitary sense.
   - Effective participation in group work, contribution of valid ideas for the development of the work and capacity for cooperative work.
   - Active participation in debates, listening attitude and respect for the opinions and arguments put forward by colleagues.
   - Exquisiteness in the formal presentation of the work.
Expository clarity, coherence, lexical precision, and grammatical correctness.
- Use of different sources of information and the different ways to access them.
- Rigor in in citing bibliographic and newspaper references, as well as in other sources used, following the APA norms in force.
- Respect for the authorship of ideas and the different forms and media through which they are expressed.

MONITORING AND FOLLOW-UP MECHANISMS

The following mechanisms will be used to evaluate the course as a whole:
- Monitoring participation in class activities (attendance, frequency and quality of interventions, roles assumed in the same).
- Progress monitoring in specific individual and group mentoring sessions.
- Information on participation in external activities related to the contents of the subject.
- Personal interviews with students.
- Cross-checking with follow-up in parallel subjects.

Demonstrated evidence of **academic plagiarism** *in the work and productions submitted will result in a failing grade in the course. Likewise, a* **correct academic writing** *is required in every one of the documents submitted; failure to do so will result in the failure of the course, regardless of the acquisition of the contents.*

FACULTY OF EDUCATION, PSYCHOLOGY AND SPORT SCIENCES
Degree in Social Education

Facultad de Educación,
Psicología
y Ciencias del Deporte
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WEEKLY TEACHING ORGANIZATION FIRST SEMESTER

WEEK	Number of hours – Large group	Number of hours – Small group A	Number of hours – Small group B	Theoretical/Practical Contents – Large group	Theoretical/Practical Contents – Small group	Number of hours of specialized tutoring	Planned delivery/exhibition of work and/or activities	No. of hours evaluation tests	*Others (add as many as used)*
1 Week	4			Teaching planning		6	6		
2 Week	4			Unit 1		6	6		
3 Week		1	1		Practice 1	6	Practice Unit 1		
4 Week	4			Unit 1		6	6		
5 Week	4			Unit 2		6	6		
6 Week	2			Unit 2		6	6		
7 Week		2	2		Practice 2	6	Practice Unit 2		
8 Week	4			Unit 3		6	6		
9 Week		2	2		Practice 3	6	Practice Unit 3		
10 Week	4			Unit 4		6	6		
11 Week		2	2		Practice 4	6	Practice Unit 4		
12 Week	2			Unit 5		6	6		
13 Week		1	1		Practice 5	6	Practice Unit 5		Practical classes supervision
14 Week	Christmas Holidays								
15 Week		2	2		Practice 6	6	Dossier	1	Practical classes supervision
16 Week		2	2		Practice 6	6	Dossier	1	Practical classes supervision
Total hours	28	12	12			90		3	

Bank holidays: October 12 (Spain's 12th national holiday), November 1 (All Saints' Day); December 6 (Constitution Day), December 8 (Immaculate Conception Day).