


ASIGNATURA DE ADMINISTRACIÓN DEL TIEMPO BIS

1. Competences	Develop and direct organizations through the ethical exercise of leadership, with a systemic approach to contribute to the achievement of strategic objectives.
1. Term	Seventh
2. Theory hours	18
3. Practical hours	27
4. Total hours	45
5. Weekly hours	3
6. Objective	The student will build a leadership style to lead organizations effectively.

LEARNING UNITS	Horas		
	Theoretical	Practical	Total
I. Time management	7	11	18
II. Leadership	11	16	27
Total	18	27	45


ELABORÓ:	Comité de Directores de la Carrera de Lic. en Gastronomía	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	

ADMINISTRACIÓN DEL TIEMPO BIS


LEARNING UNITS

1. Learning Unit	I. Time management
2. Theoretical Hours	7
3. Practical Hours	11
4. Total	18
5. Objective	The student will efficiently manage time to improve performance and fulfillment of personal and organizational goals.

Topic	knowledge	Skills	Values
Time management	<p>Explain the concepts: time management, efficiency and effectiveness, control, urgent and important, myths and enemies of time, time planning and its tools (executive agenda, time management matrix).</p> <p>Identify the elements that make up a time use planner: objectives, goals, to-do list, list of activities (prioritized) schedules, slack for attention to contingencies</p>	Plan the use of time considering efficiency and effectiveness factors and through a time use planner.	<p>Proactive</p> <p>Respect</p> <p>Responsibility,</p> <p>Initiative</p> <p>Punctuality</p> <p>Critical</p> <p>Spirit of personal improvement</p> <p>Analytical.</p>

ELABORÓ:	Comité de Directores de la Carrera de Lic. en Gastronomía	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	


Topic	knowledge	Skills	Values
Time management tools	<p>Identify response time and discretionary time approaches</p> <p>Explain the concepts of Principle 10 - 90, Productivity Cycle, Parkinson's Law.</p> <p>Identify time management tools (delegation; interruption management; assertiveness and stress management: problem solving, systematic desensitization, covert awareness and visualization) and their characteristics.</p> <p>Explain the concepts and identify the characteristics of effective work meetings (schedules, objective, participants, agenda, requirements and minutes of agreements and prior information).</p>	<p>Select the right time management tools</p> <p>Plan effective business meetings.</p>	<p>Proactive Respect Responsibility, Initiative Punctuality Critical Spirit of personal improvement Analytical.</p>

ELABORÓ:	Comité de Directores de la Carrera de Lic. en Gastronomía	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	

ADMINISTRACIÓN DEL TIEMPO BIS

ASSESSMENT PROCESS

Learning result	Learning sequence	Evaluation tools and instruments
<p>Based on a case, he will prepare a work program (weekly and monthly) using planning tools that include: Time use planner, objectives, goals, list of activities, sequence of prioritized activities, definition of schedules, slack for attention to contingencies, time management tool applied, effective meeting plan.</p> <p>It will carry out a strategic negotiation plan that includes: Pre-negotiation: Goals, Times, Responsibles (Role of the leader and the team), Communication style, Matrix of factors, Negotiation style, Scheduled result, Negotiation strategy, Personal tactic Thick and fine Legal and commercial terms Weather Compare standards Alternatives (Minimum two plans) Preliminary Agreement</p> <p>Post-Negotiation Closing of agreements Results obtained Comparison between what was planned and what was obtained Opportunity areas</p>	<ol style="list-style-type: none"> 1. Understand the concepts and tools related to time management. 2. Recognize its importance and impact on the efficiency of an organization. 3. Analyze its applicability in the problem raised. 4. Structure a solution strategy 	<p>Study of cases Checklist</p>

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APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	


ADMINISTRACIÓN DEL TIEMPO BIS

TEACHING-LEARNING PROCESS

Methods and teaching techniques	Media and teaching materials
Collaborative teams, Practical exercises Simulation	Printed (cases) Internet Audiovisual media.

LEARNING SPACE

Classroom/virtual classroom	Languages Lab/Work shop	Company
X		


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APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	

ADMINISTRACIÓN DEL TIEMPO BIS


LEARNING UNITS

1. Learning Unit	II. Leadership
2. Theoretical Hours	11
3. Practical Hours	16
4. Total	27
5. Objective	The student will develop leadership skills through identifying their strengths and areas of opportunity for application in the personal and organizational sphere.

Topic	knowledge	Skills	Values
Self-esteem	<p>Explain the concepts of self-esteem, sense of belonging, personal competence, and their involvement in leadership.</p> <p>Identify the elements of self-esteem (self-knowledge, self-concept,) and the mechanisms to strengthen it.</p>	Develop a self-esteem strengthening plan.	Proactive Respect Responsibility, Initiative Punctuality Critical Spirit of personal improvement Analytical.
Motivation and Emotional intelligence	<p>Describe the concept and characteristics of emotional intelligence (EI) and motivation, and its influence in the workplace</p> <p>Explain the process of proper management of emotions and the relationship with leadership.</p> <p>Identify motivational techniques: job enrichment, quality of work life program, theory of the three needs.</p>	<p>Determine areas of opportunity in EI and strategies to strengthen them.</p> <p>Design motivational strategies according to the characteristics of your collaborators.</p>	Proactive Respect Responsibility, Initiative Punctuality Critical Spirit of personal improvement Analytical.

ELABORÓ:	Comité de Directores de la Carrera de Lic. en Gastronomía	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	


Topic	knowledge	Skills	Values
Transformational Leadership	<p>Identify leadership styles (autocratic, democratic, transactional, laissez faire, situational, and transformative).</p> <p>Identify the difference between leader and boss.</p> <p>Describe the skills of a transformative leader (generate a culture of continuous innovation, focus on strengths, build a culture of collaboration and service, create a culture of values)</p> <p>Identify the elements of the administrative grid or managerial grid.</p> <p>Explain the concept of empowerment.</p>	<p>Distinguish personal leadership style and develop a plan of attention to areas for improvement.</p> <p>Define a leadership style proposal according to the needs of the organization.</p> <p>Prepare tactical and operational plans oriented to the application of transformational leadership.</p>	<p>Proactive</p> <p>Respect</p> <p>Responsibility,</p> <p>Initiative</p> <p>Punctuality</p> <p>Critical</p> <p>Spirit of personal improvement</p> <p>Analytical.</p>

ELABORÓ:	Comité de Directores de la Carrera de Lic. en Gastronomía	REVISÓ:	Subdirección de Programas Educativos	
APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	

ADMINISTRACIÓN DEL TIEMPO BIS

EVALUATION PROCESS

Learning Outcome	Learning Process	Assessment Instruments
<p>Based on a case study, you will prepare an executive report that contains:</p> <ul style="list-style-type: none"> ● Identification of the problem through the diagnosis of self-esteem, IE opportunity areas and management grid. ● Solution proposal oriented to the application of: self-esteem, motivational, operational and transformational leadership strengthening plans. 	<ol style="list-style-type: none"> 1.-Understand the concepts of: Emotional Intelligence (EI), motivation and motivation techniques, leadership styles, leader, and boss. 2.-Understand the concepts, elements and mechanisms of self-esteem, sense of belonging, personal competence. 3.-Relate the concepts with the problem raised. 4.-Analyze alternative solutions. 5.-Understand the structure of the action plan. 	<p>Study of cases Checklists</p>

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APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	


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TEACHING-LEARNING PROCESS

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Practical exercises Collaborative teams Roleplay	Printed (cases), Internet, audiovisual media.

LEARNING SPACE


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APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	

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CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES WHICH CONTRIBUTE TO THE SUBJECT


Capability	Performance Criteria
Manage time through planning and time organization techniques to make your own performance more efficient.	Make a time use planner that includes: objectives, goals, to-do list, sequence of activities prioritized by importance and categorized by degree of urgency, defining schedules and margin for contingency care.
Evaluate personal leadership style through exploration and self-awareness techniques to strengthen a leadership style	Carry out the self-diagnosis that contains: leadership style, managerial style, level of sociability, areas of opportunity. Designs the training plan that addresses the identified improvement areas, specifying the personal objective, resources and time available.

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APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	

ADMINISTRACIÓN DEL TIEMPO BIS

REFERENCES

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APROBÓ:	C. G. U. T. y P.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2020	