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UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH

MANAGEMENT SKILLS

TEACHING GUIDE

[2022-2023]

**“UNIVERSITY’S MASTER’S PROGRAM IN BUSINESS
ADMINISTRATION AND MANAGEMENT”**

GENERAL DETAILS

Name:	Management skills
Code:	
Academic Year:	2021-22
Degree:	University Master's Program in Business Administration and Management
No. of credits (ECTS):	5
Requirements:	No previous requirements
Location in the curriculum:	1st quarter
Last revision date:	June 2021
Lecturer In Charge:	PhD. Oscar Coduras / PhD. Pablo Rial

1 GENERAL DESCRIPTION

Management responsibility transcends the development of knowledge competencies that facilitate the achievement of business objectives. It is necessary to have previously integrated what is the ultimate purpose of the managerial position, what is expected of their performance and, consequently, of the person who occupies it. This implies, on the one hand, building a framework of beliefs, values and styles that, consistent with those of the organization, allow establishing a proper management model that facilitates the construction and development of teams; and, on the other hand, develop competencies, in the field of skills, that allow optimal management of the people in charge of those who carry out the managerial position in order to achieve excellent performance in the pursuit of objectives.

In addition, managerial positions have two characteristics that determine them:

1. The uniqueness of the position: Each managerial position is unique in itself and is determined both by the responsibilities assigned to it and by the personality and style of the person occupying the position.
2. The complexity: Managerial positions cannot be defined solely by functions and tasks, but the roles and responsibilities associated with each manager must also be identified.

The Program for the subject area in Management Skills is designed taking into account these characteristics to provide the knowledge and techniques under which the training can be developed that allows fully configuring a leadership profile.

The program is structured in three main blocks:

- a) Fundamentals and analysis of people's behaviour.
- b) Concepts and characteristics of teamwork and leadership.
- c) Techniques for the exercise of leadership competencies.

2 OBJECTIVES

- Identify the dimensions of the managerial role and understand the keys to successful people management.
- Know the main managerial skills to be able to fully develop the managerial role.
- Differentiate the management and leadership tools and techniques for the exercise of the directive function and the development of people and work teams.
- Know the responsibilities of management, with special emphasis on the meanings and criteria of success as the basis of management models.
- Examine one's own management of emotions in the work environment.
- Develop the ability to promote professional autonomy.
- Review one's own interpersonal communication skills.

3 CONTENTS

TOPIC 1. BASICS AND ANALYSIS OF HUMAN BEHAVIOUR

Learning outcome:

Once the content of this topic has been presented in class and worked on, the students who successfully complete it will be able to:

- Identify and analyse the different aspects that make up the behaviour of people in the workplace of organizations.
- Differentiate and compare the different theories about motivation and their suitability in the work context.
- Determine the most appropriate techniques for the development and maintenance of motivation.

Contents:

1.1. Basic concepts related to motivation

1.2. Needs of the person and behaviour.

1.2.1. Brain functions

1.2.2. Rational versus emotional

1.2.3. The three brain functions

1.3. Values and beliefs, attitudes and behaviour.

1.5. Main theories about motivation:

1.5.1. Maslow's hierarchy of needs.

1.5.2. McClelland's Three Dominant Needs theory.

- 1.5.3. Skinner's reinforcement theory.
- 1.5.4. Locke's goal setting theory.
- 1.5.5. Dichter's theory of consumer motivations.
- 1.5.6. Lewin's Field theory.
- 1.5.7. Hezberg´s motivation and hygiene theory.
- 1.5.8. Festinger's theory of cognitive dissonance.
- 1.6. Motivation techniques.
 - 1.6.1 Process of motivation.
 - 1.6.2 Practical view of motivation in the organizations.

TOPIC 2. CONCEPTS AND CHARACTERISTICS OF TEAMWORK AND LEADERSHIP

Learning outcome

Once the content of this topic has been presented in class and worked on, the students who successfully complete it will be able to:

- Differentiate the different stages of development that a work team goes through.
- Establish the main guidelines of the process aimed at leading teams.
- Decide the most suitable strategies to promote and consolidate team leadership.

Contents

- 2.1. The concept of teamwork and high performance.
 - 2.1.1. Team versus group.
 - 2.1.2. Types of teams
 - 2.1.3. Phases in the life of a team.
 - 2.1.4. Teamwork as a process:
 - 2.1.5. Belbin's roles and self-assessment.
- 2.2. Diagnosis of the performance status of the team.
 - 2.2.1. The five dysfunctions of the Lencioni model.
 - 2.2.2. How to deal with dysfunctions.
 - 2.2.3. Self-evaluation of the work team itself.
- 2.3. Phases in the evolution of teams: what to do and what not to do in each phase.
 - 2.3.1. Forming.
 - 2.3.2. Norming.
 - 2.3.3. Storming.

2.3.4. Performing.

2.3.5 Adjourning.

2.4. New vision of the managerial role.

2.4.1. The dimensions of leadership.

2.4.2. Historical evolution of the concept of leadership.

2.5. Self-leadership.

2.5.1. Personal development as a leader.

2.5.2. Between leaders and teams: tasks, links, tactics.

2.6. Teambuilding: Team leadership.

2.6.1. What does the team expect from the leader.

2.6.2. Management styles.

2.6.3. Maturity of the team and its members.

2.6.4. Situational leadership.

TOPIC 3. THE DEVELOPMENT AND EXERCISE OF LEADERSHIP COMPETENCES

Learning outcome:

Once the content of this topic has been presented in class and worked on, the students who successfully complete it will be able to:

- Assess the interrelation between the availability of objectives, team management and obtaining the desired business results.
- Design, apply, manage and evaluate a management system by objectives.
- Identify the main characteristics of the leadership and management of the leader.
- Stipulate the procedure to be followed for optimal development of conflict management and negotiation.
- Combine techniques and strategies that enable optimal interpersonal communication between leader and team.

Contents:

3.1. Self-evaluation and stress management.

3.1.1 Getting to know yourself

3.1.2 How to handle stress.

3.2. Meeting management.

3.2.1. The importance of meetings.

3.2.2. Values and behaviours.

3.2.3. Meeting management.

3.3. Time management and decision making

3.3.1. Planning

3.3.1.1 Objectives and priorities.

3.3.1.2 Chronos vs *kairos* times.

3.3.1.3 The Eisenhower matrix.

3.3.2. Execution.

3.3.2.1 Time robbers.

3.3.2.2 Organisation systems.

3.3.3. Decision making process.

3.3.3.1 Types of problems.

3.3.3.2 Analysis and diagnosis.

3.3.3.3 Decision making.

3.3.4. Monitoring and action plan.

3.4. Management of conflicts and negotiation.

3.4.1. Analysis of the nature of the conflict.

3.4.1.1 The starting point: origin of the conflict.

3.4.1.2 Ways to face conflict.

3.4.1.3 The Thomas-Killman model.

3.4.2. Negotiation in response to conflict.

3.4.2.1 Styles and basic negotiation strategies.

3.4.2.2 Positional Negotiation versus Mutual Benefit Negotiation.

3.4.2.3 Competition versus collaboration.

3.4.2.4 Sell or negotiate? Are we ready to start negotiating?

3.4.2.5 Interest and positions. Do we know the other party's needs?

3.4.3. The negotiation process

3.4.3.1 Preparation as the key to success.

3.4.3.1.1. Clear objectives.

3.4.3.1.2. Obtaining key information.

3.4.3.1.3. BATNA (Best Alternative To a Negotiated Agreement).

3.4.3.1.4. Red lines.

3.4.3.2 The debate.

3.4.3.2.1. Know how to present and know how to listen.

3.4.3.2.2. Listen to understand.

3.4.3.2.3. The use of breaks.

3.4.3.2.4. Facts and judgments.

3.4.3.3 The negotiation.

3.4.3.3.1. Rigidity versus flexibility.

3.4.3.3.2. Giving way.

3.4.3.3.3. The exchanges.

3.4.3.3.4. The redirection of complicated situations.

3.4.3.4 The closure and implementation.

3.5. Interpersonal communication and assertiveness.

3.5.1. Difference between transmission of information and communication.

3.5.2. Formal and informal structure of organizational communication.

3.5.3. Interpersonal communication: the profile of the interlocutor.

3.5.4. Active listening.

3.5.5. Verbal communication and its techniques.

3.5.6. Non-verbal communication and its techniques.

3.5.7. Argumentative techniques to avoid conflicts.

3.5.8. Assertiveness.

3.6. Public presentations for managers.

3.6.1. Preparation and planning: the background.

3.6.1.1 The 6 Ws of communication applied to presentations.

3.6.1.2 Compiling information.

3.6.1.3 Map of ideas and selection.

3.6.2. Techniques and resources for the design of the presentation.

3.6.2.1 Presentation structure.

3.6.2.2 Develop key ideas.

3.6.2.3 How to capture attention.

3.6.3. Use of non-verbal communication (form).

3.6.3.1 Body language.

3.6.3.2 The voice.

3.6.3.3 Some presentation tips.

3.6.3.4 Methods and systems of public presentations.

4 TEACHING AND LEARNING METHODOLOGY

Teaching is carried out through a series of face-to-face sessions, whose spirit is to combine theory and practice in a balanced way, complemented with a series of didactic materials (manual and presentation), exercises and cases for their resolution, facilitated online and with feedback, which is also online,

The face-to-face activities that will be carried out through

- Presentation by the teacher of the theoretical contents of the different themes of the subject area.
- Discussion of contents.
- Application of the concepts and methodologies to practical examples.

Learning will be consolidated by working on the exercises and cases that will be provided online, evaluating it and providing feedback to the student on its scope.

5 ASSESSMENT

In accordance with the Bologna Plan, the model rewards the constant and continuous effort of the student body. For the 2022-23 academic year, 60% of the grade for the subject area is obtained from the continuous evaluation of the supervised activities and the remaining 40% from the face-to-face final exam. There is a notice for the final exam.

The final mark for the subject area (FM) will be calculated from the following formula:

- **FM = Final Exam Mark x 40% + Continuous Assessment Mark x 60%**
- Minimum mark of the final exam to calculate the FM will be 40 points out of 100.
- The subject area is passed with a FM equal to or greater than 50 points out of 100.

6 BIBLIOGRAPHY

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