



centro adscrito a:



UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH

LEADERSHIP AND MANAGEMENT SKILLS

COMMUNICATIONAL STRUCTURE AND RELATIONAL ASPECTS. TEACHING GUIDE [2022-23]

GENERAL DETAILS

Name of the module:	Communicational Structure and Relational Aspects
Academic Year:	2022-2023 First Quarter
Degree:	Master's Program in Management and Leadership
Number of credits (ECTS):	7
Date of latest revision:	October 2022
Lecturers in Charge:	Mr Pedro Olivares Mr Ramón Lacruz

1. GENERAL DESCRIPTION

Communicational excellence becomes essential for a manager today. As managers go up the organisational ladder, it is essential they learn to articulate the set of skills that, in addition to giving them a necessary resilience and an orientation to achievement, will transform them from being specialists into great leaders. Similarly, the assumption of such competencies is not enough, as it will be necessary that they know how to not only communicate adequately their knowledge, but also illustrate what the others understand of what they communicate.

The subject is divided into four sections differentiated by topics:

- Communicational structures for interpersonal relationships.
- The leader's persuasion through public communications.
- Explaining ourselves within organisational systems.
- Development of the personal management brand.

The chapter **Communicational structures for interpersonal relationships** is aimed at the analysis of the communicational factor in the company. At the same time, it deepens, on the one hand, into communicational style and, on the other, on identifying one's own communicational ability. It provides techniques that enable the optimisation of competencies in communicational issues that lead to the deployment of an efficient communication.

The chapter **The leader's persuasion through public communications** focuses on the provision of a space for development and learning in order to improve the ability to influence through public speaking. Communication skills, influence and listening are key competencies that leaders should dominate if they want to lead their team by means of their public speaking skills.

The chapter **Explaining ourselves within organisational systems** looks at collaborations as spaces for organisational improvement from which greater effectiveness can be obtained. Creative tools are provided to generate productive conversations in our interactions, as well as systemic tools to help diagnose the change and effectiveness processes of the team projects.

The chapter **Development of the personal management brand** will raise the students' awareness on the importance of having a personal y positioned brand, and to understand and apply the different digital tools to help achieve the objective.

2. OBJECTIVES

- To understand the relevant aspects that determine interpersonal communication.
- To identify one's own personal traits and characteristics that determine the way to communicate.
- To learn to boost the strengths regarding efficient communication.
- To learn to apply the best communicational styles from verbal and non-verbal communication.
- To learn to pose questions from one's active listening, empathy and assertiveness.
- To understand the bases of what is systemic.
- To draw strategies to improve the manager's personal brand.

3. CONTENTS

UNIT 1. Communicational structures for interpersonal relationships

UNIT 2. The leader's persuasion through public communications

UNIT 3. Explaining ourselves within organisational systems

UNIT 4. Development of the personal management brand

UNIT 1. Communicational structures for interpersonal relationships

Learning outcome

After studying the chapter and solving the exercises, students will be able to:

- Learn the fundamental role played by communication in any human action and analyse the various communicative styles.

- Identify the dimensions of one's own communication ability.
- Optimise one's own communicative competencies by carrying out an efficient communication.

Content

1. Communicative styles and communication channels.
2. How do I communicate?
3. Verbal and non-verbal communication.
4. Use of profiles for strategic communication.
5. Active listening, empathy and assertiveness.

UNIT 2. The leader's persuasion through public communications

Learning outcome

After studying the chapter and solving the exercises, students will be able to:

- Identify the keys to influence their audience.
- Succeed in giving a clear and structured public presentation.
- Integrate the keys of a presentation that mobilises the audience.
- Boost one's resources and key points as a speaker.
- Create a story to allure and make an impact on one's audience

Content

1. Why do we like stories? Keys to storytelling.
2. Narrative structures.
3. Keys to a successful presentation.
4. Activate your «Point Power»: You are the message!
5. Main errors in public speaking.
6. Active listening to manage your audience.
7. Managing one's nerves before and after a presentation.
8. Scenic presence: the *mise-en-scene*.
9. Your voice and body as the amplifiers of your story.

UNIT 3. Explaining ourselves within organisational systems

Learning outcome

After studying the chapter and solving the exercises, students will be able to:

- Identify the systemic keys in their organisations.
- Learn to carry out new ways to manage groups of people.
- Apply diagnostic tools for the management of change and projects and make their teams more effective.

Content

1. Systems as areas for improvement.
2. Tools for system management.
 - 2.1. The change of roles model to build empathy and align ourselves with the solution of the problem.
 - 2.2. Thinking hats: a creative management model.
3. System tools to diagnose projects and make them more efficient.
 - 3.1. The basic systemic principles: order, belonging, balance between giving and taking, and recognising what it is.
 - 3.2. The four rooms of change: diagnosing the change process in a team or a person.
 - 3.3. Dragon Dreaming, a model to identify the effectiveness of project management.

UNIT 4. Development of the personal management brand

Learning outcome

After studying the chapter and solving the exercises, students will be able to:

- Become aware of the importance of the personal branding and of its positioning in management development.
- Understand the digital ecosystem and integrate actions in a global strategy of personal branding.
- Get to know and know how to optimise the different digital tools.
- Identify and understand the KPIs and metrics linked to a personal brand.

Content

1. Digital ecosystem: Environment, Social Selling, Employer Branding.
2. Digital strategy of Personal Branding.
 - 2.1. Do I need a digital strategy of personal branding?
 - 2.2. Protection strategy and projection strategy.
3. Digital tools.
 - 3.1. Content blog or static blog.
 - 3.2. LinkedIn.
 - 3.3. Other social networks to be integrated according to the strategy.
4. KPIs and metrics.

- 4.1. Google Analytics.
- 4.2. Social Elephants.

4. TEACHING AND LEARNING METHODOLOGY

The teaching and learning methodology will develop from simple theoretical explanations to introduce examples and cases that will make it possible to apply immediately to the workplace all the contents dealt with in each theme. The deployment of the 'Learning by Doing' model, based on experiential ability, allows participants to obtain action-oriented learnings.

This is carried out through class participation and the exchange of experiences among participants, as well as through exercises and dynamics of varied impact. Said approach fosters the analysis and solution of contents that make up the subject, while at the same time it takes into account the different optics and perspectives. This becomes a highly didactical formula for the understanding and assimilation of each one of the topics.

5. ASSESSMENT

The Master's in Management and Leadership is based on an assessment model based on competencies. We value the student's progress as they achieve the objectives laid down in the syllabus through reflection and analysis of practical cases and a test.

The subject's final mark will be calculated by doing the arithmetic mean of the marks obtained in the two assessment activities suggested.

6. BIBLIOGRAPHY

6.1. BASIC BIBLIOGRAPHY

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6.2. WEBGRAPHY

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