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UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH

LEADERSHIP AND MANAGEMENT SKILLS

LEADERSHIP OF PEOPLE AND HIGH-PERFORMANCE TEAMS. TEACHING GUIDE [2022-23]

GENERAL DETAILS

Name of the module:	Leadership of People and High-Performance Teams
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:	Ms Carme Nova Mr Pedro Olivares

1. GENERAL DESCRIPTION

Once the aspects related to the knowledge of one's own strengths and of aspects to be improved, including that of the others, have been internalised, we should now address the context that surrounds the manager, and it will be necessary to develop certain aspects that will enable managers to relate adequately not just to their own team, but to the general environment where they may find themselves (rest of the company, external clients, suppliers, and so on). It will be necessary at that stage to put into practice the management competencies of greater impact at the time of leading teams.

The subject is divided into three sections differentiated by topics:

- High-performance teams in VUCA environments.
- Leadership models and optimisation of influence.
- The development of collaborators: coaching and mentoring.

The chapter **High-performance teams in VUCA environments** aims to acquire the knowledge, and its application, to the sphere of team management. You will learn to analyse data relevant to the management of people, as well as the underlying aspects that are determinant in teams. Likewise, the learning skills to manage a high-performance team will be developed.

The chapter **Leadership models and optimisation of influence** is geared, on the one hand, to the analysis of the four aspects of the leadership role, as well as the identification and practice of the different management styles, according to the top-level leadership models and of resonant leadership. On the other hand, it focuses on the influence and lays the stress on the integration of said competency as the key to face the challenges that the leader's role demands.

The chapter **Development of collaborators: coaching and mentoring** suggests that it is the central competency within the framework of people's and teams' leadership. It is geared towards the internal client and the interpersonal understanding. The manager is introduced as the developer of others through the coaching and mentoring techniques. This will be achieved by going deeper into the practice of methodologies related to such matter.

2. OBJECTIVES

- To acquire the skills to lead teams in uncertain environments.
- To identify and apply the keys to maximise performance in high-performance teams.
- To understand and correct our teams' dysfunctions, while at the same time identifying the key dimensions of high-performance teams.
- To choose the key methodologies and tools for the management of high-performance teams.
- To identify the aspects of one's role in which one spends most time and the repercussions that this has in one's own business area.
- To understand the different leadership styles and when to apply them in order to be more effective.
- To design an effectiveness matrix of one's own teams in order to make an impact on their development later.
- To understand the dimensions of the development of others from team leadership.
- To identify the opportunity of developing the leadership role as a role to develop people (the leader as coach and mentor).
- To deepen in the knowledge of the basic methodologies of coaching and mentoring.

3. CONTENTS

UNIT 1. High-performance teams in VUCA environments

UNIT 2. Leadership models and optimisation of influence

UNIT 3. The development of collaborators: coaching and mentoring

UNIT 1. High-performance teams in VUCA environments

Learning outcome

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

- Identify the various stages in the creation and development of a team, as well as the roles involved, being aware at the same time of the challenges of the VUCA context.

- Use the principles of team management and find alternative solutions in that management.
- Acknowledge the dysfunctional aspects in a team and manage their solution.

Content

1. VUCA context: involvement in the management of high-performance teams.
2. Stages in the development of a team (the Tuckman model).
3. Commitment vs involvement.
4. The dysfunctions that break up a team (the Patrick Lencioni model).
5. Fundamental roles of a high-performance team.
6. The cultural factor in team management.

UNIT 2. Leadership models and optimisation of influence

Learning outcome

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

- Get to know one's own strengths and areas of improvement to develop one's role as leader.
- Identify in which aspects of one's role one spends most time in one's day-to-day and what the repercussions are in the development of one's business area.
- To understand the different leadership styles and when they should be applied in order to be effective.

Content

1. The management of the incompetent: a dual look into the development of people.
2. The leader's role: strategist, coordinator, manager, developer.
3. The maturity of collaborators: the importance of getting to know the team in order to lead it.
4. Leadership styles and their application.
5. Basic principles of systemic leadership.
6. The influence cycle, two key factors: listening and presence.
7. Circles of concern and influence.
8. Relationships and their link with conversations: relational toxins and the movements of dialogue.

UNIT 3. The development of collaborators: coaching and mentoring

Learning outcome

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

- Identify the relational dimensions of the leader as coach and mentor.
- Develop the GROW and mentoring techniques.
- Do practical coaching sessions at the introductory level.

Content

1. Evolution of the leadership role.
 - 1.1. The pyramidal times, watertight knowledge.
 - 1.2. The age of information. Managing information and knowledge in a digital world.
2. Managing people with talent: millennials and digitalisation. Leadership in troubled times.
3. What is a coach leader.
4. The GROW method.
5. The mentoring system: a lot with a little.
6. Practice and reflections.

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.

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6.3. AUDIOVISUAL

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