MANAGEMENT SKILLS
TEACHING GUIDE
2024-2025

GENERAL DETAILS

Name:	MANAGEMENT SKILLS
Code:	801503
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Location in the curriculum:	1st quarter
Department:	Strategic management and organization
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1. GENERAL DESCRIPTION

The responsibility of the management is much broader than the development of the competences that allow the logistic of certain company objectives. Before that, there must be integration of the ultimate intention of the executive position, as well as what is expected from its performance and, consequently, of the person who holds it. This implies, on the one hand, the creation of a set of beliefs, values and styles that are aligned with those of the organization, to develop their own model of management that facilitates the training and development of teams; and, on the other hand, the development of aptitudes, within the scope of skills, that enable a better management of the people under their charge, in order to achieve an optimal performance in the accomplishment of objectives.

Executive positions have two attributes that define them:

> 1. Singularity of the position: Each executive position has its own idiosyncrasy, being determined by the assigned responsibilities and the person who holds it.
> 2. Complexity: Executive positions cannot be limited to the performance of functions and tasks, but to the deployment of roles and responsibilities associated with the position.

To provide the necessary skills to form a profile of leadership in its entirety, the Management Skills Program has been designed. The course is divided into three main sections:

> a) Foundations and analysis of human behaviour.
> b) Concepts and characteristics of teamwork and leadership.

c) Techniques for the exercise of leadership competencies.

2. OBJECTIVES

In this course, the fundamentals of the role of a manager will be analysed, equipping him with the knowledge and skills necessary to carry out the function correctly. Leadership and management tools for delivering satisfactory results will be explored. The meanings and criteria of management will be explored, as well as the appropriate treatment of emotions, the promotion of professional autonomy of the team and the optimization of interpersonal communication.

More specifically, upon completion of this course, the student will be able to:

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

3. LEARNING OUTCOMES

- Interpret sets of indicators on which strategic decision-making regarding people management is based.
- Accurately estimate the staff cost structure, in accordance with current labour regulations and the company's obligations to the administrations.
- Formulate a comprehensive people management strategy, which includes actions to attract and develop talent, build leadership, workplace well-being, promote management skills and other aspects of team management.
- Formulate change management plans and support for organisational transformation processes.

4. CONTENTS

UNIT 1: FOUNDATIONS AND ANALYSIS OF HUMAN BEHAVIOUR

Learning Specific Outcomes

After studying the topic and performing the exercises, the student will be able to:

- Identify and analyse the different aspects that shape people's behaviour in the workplace of organizations.
- Differentiate and compare the different theories of motivation and their suitability in the work context.
- Determine the most suitable techniques for the development and maintenance of motivation.

Content

1.1. Performance, behaviour and motivation.
1.2. Person's needs and behaviour.
  1.2.1. Plane of consciousness.
  1.2.2. Plane of rationality.
  1.2.3. Components of behaviour motivation.
1.3. Values, attitudes and behaviour.
1.4. Work orientation, responsibility and participative management systems.
1.5. Theories on motivation:
  1.5.1. Maslow and Herzberg's hierarchies of needs.
  1.5.2. McClelland's theory of three dominant needs.
  1.5.3. Deci & Ryan Self-Determination Theory.
  1.5.4. Skinner's theory of operant conditioning.
  1.5.5. Locke's theory of goal setting.
  1.5.6. Dichter's theory of consumer motivation.
  1.5.7. Lewin's Field Theory.
  1.5.8. Festinger's Theory of Cognitive Dissonance.
1.6. Motivational techniques.

UNIT 2: CONCEPTS AND CHARACTERISTICS OF TEAMWORK AND LEADERSHIP

Learning Specific Outcomes

After studying the topic and performing the exercises, the student will be able to:

- Differentiate the different stages of development that any team goes through.
- Establish the main guidelines of the process oriented to lead teams.
- Decide the most appropriate strategies to foster and consolidate the leadership of teams.

Content

2.1. The concept of teamwork and high performance.
    2.1.1. Team vs. Group.
    2.1.2. Types of teams.
    2.1.3. Stages in the life of a team (Katzenbach & Smith; Tuckman).
    2.1.4. High Performance Teams (Drexler & Sibbet)
    2.1.5. Teamwork as a process.
    2.1.6. Belbin's roles and self-evaluation.
2.2. Diagnosis of the team's performance level.
    2.2.1. The five dysfunctions of a team (Lencioni).
    2.2.2. How to work on the dysfunctions.
    2.2.3. Self-assessment.
2.3. Stages of the evolution of teams (Tuckman):
    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 executive role.
    2.4.1. The dimensions of leadership.
    2.4.2. Historical evolution of the concept of leadership.
    2.4.3. Transformational leadership (Bass)
2.5. Self-leadership.
    2.5.1. Personal development as a leader.
    2.5.2. Among leaders and teams: tasks, bonds, tactics.
2.6. Teambuilding: Team leadership.

2.6.1. What the team expects from the leader.

2.6.2. Leading styles.

2.6.3. Team and members maturity.

2.6.4. Situational leadership.

UNIT 3: TECHNIQUES FOR THE EXERCISE OF LEADERSHIP COMPETENCIES

Learning Specific Outcomes

After studying the topic and performing the exercises, the student will be able to:

- Value the interrelationship between the availability of objectives, the management of teams and the obtaining of the pursued business results.
- Design, apply, manage and evaluate a system of objective-oriented management.
- Identify the main characteristics of the leader's direction and management.
- Establish the procedure for an optimal conflict management and negotiation.
- Combine the techniques and strategies that enable an optimal interpersonal communication between leaders and their teams.

Content

3.1. Management by objectives (M.B.O):

    3.1.1. Concepts of efficiency, efficiency and competitiveness.

    3.1.2 Context in which the M.B.O takes place.

    3.1.3. M.B.O, a methodology.

    3.1.4. Define and articulate objectives.

    3.1.5. Evaluate scope: the Balanced Scorecard.

3.2. Meeting direction.

    3.2.1. The importance of meetings.

    3.2.2. Values and behaviours.

    3.2.3. Meeting deployment.

3.3. Time management and decision making.

    3.3.1. Planning.

        3.3.1.1. Objectives and priorities.

        3.3.1.2. Cronos vs. Kairos.

        3.3.1.3 The Eisenhower Matrix.

    3.3.2. Execution.

        3.3.2.1. Time thieves.

        3.3.2.2. Organising 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. Follow-up and action plan.

3.4. Conflict management 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 of dealing with the conflict.

3.4.1.3. The Thomas-Killman model.

3.4.2. Negotiation as a response to conflict.

3.4.2.1. Basic negotiation styles and strategies.

3.4.2.2. Positional negotiation vs. mutual benefit negotiation.

3.4.2.3. Competition vs. Collaboration.

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

3.4.2.5. Interests and positions. Do we know the needs of the other part?

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. Knowing how to expose and how to listen.

3.4.3.2.2. Listening to understand.

3.4.3.2.3. The use of time-out.

3.4.3.2.4. Facts and opinions.

3.4.3.3. The negotiation.

3.4.3.3.1. Rigidity vs. Flexibility.

3.4.3.3.2. Giveaways.

3.4.3.3.3. Exchanges.

3.4.3.3.4. Redirecting complicated situations.

3.4.3.4. Closing and implementation.

3.5. Interpersonal communication and assertiveness.

3.5.1. Difference between information transmission and communication.

3.5.2. Formal and informal structure of organizational communication.

3.5.3. Interpersonal communication: 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 conflict.

3.5.8. Assertiveness.

3.6. Public presentations for executives.

3.6.1. Preparation and planning: the background.

3.6.1.1. The 6 Ws of communication applied to presentations.

3.6.1.2. Collection of information.

3.6.1.3. Map of ideas and selection.

3.6.2. Techniques and resources for presentation design.

3.6.2.1. Presentation structure.

3.6.2.2. Development of key ideas.

3.6.2.3. How to capture attention.

3.6.3. Use of nonverbal communication (the form).

3.6.3.1 Body language.

3.6.3.2. Voice.

3.6.3.3. Some presentation tricks.

3.6.3.4. Methods and systems for public presentations.

5. LEARNING AND TEACHING METHODOLOGY

It is based on participatory lecture classes complemented by reading in advance on various topics. With the in-class activities and homework, it is expected to reinforce the concepts and procedures that have been presented in class.

The main activities that will be carried out are:
- Problem solving, participation in debates, and case resolution.
- Practical class for the resolution, with the participation of students, of practical cases and/or exercises related to the content of the subject.
- Group/cooperative work with the presence of the professor.

6. ASSESSMENT

According to the Bologna Plan, the model rewards constant and continuous effort by students. 40% of the grade is obtained from continuous assessment of guided activities, and the remaining 60% is from the final in-person exam.

The final grade for the subject (NF) will be calculated using the following formula:
   - NF = Final Exam Grade x 40% + Continuous Assessment Grade x 60%

- The minimum grade on the final exam to calculate the NF is 40 out of 100.
- The subject is passed with an NF equal to or higher than 50 out of 100.

Activity	Description	% Continuous assessment	
Deliverables:			**10%**
Working in teams	Case study	100%	
Test:			**50%**
Mid-term	Chapter 1	14,25%	
Mid-term	Chapter 1	14,25%	
Mid-term	Chapter 2	14,25%	
Mid-term	Chapter 2	14,25%	
Mid-term	Chapter 3	14,25%	
Mid-term	Chapter 3	14,25%	
Mid-term	Chapter 3	14,5%	
Final written exam			**40%**
	Final written exam	100%	

7. BIBLIOGRAPHY

6.1 BASIC BIBLIOGRAPHY

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6.2 COMPLEMENTARY BIBLIOGRAPHY

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