

## BASIC DETAILS:

<b>Subject:</b>	HABILIDADES DIRECTIVAS		
<b>Id.:</b>	32281		
<b>Programme:</b>	GRADUADO EN ADMINISTRACIÓN Y DIRECCIÓN DE EMPRESAS (CA)		
<b>Module:</b>	MÓDULO TRANSVERSAL		
<b>Subject type:</b>	OBLIGATORIA		
<b>Year:</b>	4	<b>Teaching period:</b>	Primer Cuatrimestre
<b>Credits:</b>	3	<b>Total hours:</b>	75
<b>Classroom activities:</b>	33	<b>Individual study:</b>	42
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
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## PRESENTATION:

Understanding what it takes to be a manager is not always easy. Many people - employers included - think that all it takes is being the person with the most seniority or the best people skills. The fact is that to become an effective manager, you need to be able to efficiently and successfully integrate people and activities in order to meet your team's needs and your organization's goals. Knowing how managing people and managing projects are two completely different things. You might think that if you can do one you can do the other, but that is not necessarily so. Some people are just better at dealing with differing personalities and others are best at implementing projects and processes. As a manager, you need to be able to handle projects and people. That means establishing and meeting project goals through effective time management techniques and fully utilizing the tools and manpower available to you. As a manager, it's imperative that you learn how to identify and solve problems. Creative problem solving requires you to assess the problem, ask questions, brainstorm for options, and search for alternative solutions. But being a great manager means taking time to develop a set of essential skills. Most of us can expect to spend many years of our lives working in organisations of various kinds or setting up our own business. In either case being managed and/ or managing others. Employers have different approaches to managing their employees, but all organisations require people to make the goods or provide the services they are set up to make or provide, and therefore an understanding of how to effectively manage people in the workplace is of great importance and value. How people are managed in the workplace influences what they think about their work and their employer and therefore their behaviours and actions in the workplace. The way people feel about how they are managed at work and their employment relationship may generate conflict and resistance to managerial controls. We will explore issues not only in the context of the individual employee and their employer, but in the context of the wider workplace, the labour market and economic forces shaping the world of work, technological changes, employment regulations and social trends. The world of work is fast changing so an understanding of how this all affects the way people are managed in the workplace is of tremendous significance theoretically and practically. The employment relationship is not only an economic exchange of pay for effort, but also a legal contractual relationship and a social and psychological one. We explore all of these dimensions to develop a more rounded understanding of managing people at work.

## PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

<b>General programme competences</b>	G01	Ability to analyse and summarise information from several sources.
	G02	Creative and efficient resolution of problems that arise in day-to-day, in order to ensure the highest levels of quality of professional work.
	G03	Ability to organise and plan the work in the context of continuous improvement.
	G04	Use of information and communication technologies.
	G05	Ability to work effectively in interdisciplinary teams, integrating and participating in scientific and professional teamwork, contributing ideas and respecting and valuing the diversity of views of other team members.
	G06	Ability to incorporate ethical principles into the professional culture, giving priority to ethical commitment to customers and society.
	G07	Ability to work in an international context and innovate and adopt new approaches used in other national contexts.

	G08	Oral and written communication in Spanish.
	G10	Ability to apply the acquired knowledge, adapting it to the needs and special features of each situation and person.
	G11	Ability to come up with new ideas (creativity).
	G13	Ability to develop learning strategies throughout life to be able to acquire new knowledge, by developing their own academic and professional path.
	G15	Ability to establish and meet the most appropriate quality criteria and apply methodologies and work strategies geared towards continuous improvement.
	G17	Ability to create, from a critical and constructive point of view, proposals for social transformation based on democracy and fundamental rights of individuals.
<b>Specific programme competences</b>	E01	Understand the specific aspects of the operation, management and control of the different functional areas of the company.
	E02	Know and understand the local, national and international socio-economic context in which the companies operate and be able to interpret its impact on them.
	E03	Ability to apply the acquired knowledge of the functional areas of the company and the socio-economic environment.
	E04	Ability to identify related variables and understand their impact on business organisations.
	E13	Know the decision making processes in terms of policy and business strategy.
	E14	Understand the principles of business ethics and be able to design scenarios in which these principles can be put into business practice.
<b>Learning outcomes</b>	R01	Apply various techniques of argumentation and useful negotiation in communication processes in organisations, interpersonal communication and conflict resolution or negotiation
	R02	Apply planning and time management that will facilitate the development of professional work under pressure.
	R03	Know about behaviour and attitudes in the negotiation process

#### PRE-REQUISITES:

None

#### SUBJECT PROGRAMME:

Observations:

Subject programme consists of five main topics: introduction and personality, motivation, emotional intelligence, leadership and teams.

#### Subject contents:

<b>1 - Intro to OB and personality</b>
1.1 - Introduction to organisational behaviour
1.2 - Defining and measuring personality
1.3 - Personality types
1.4 - Individual perception
<b>2 - Motivation</b>
2.1 - Defining motivation and motivating people at work
2.2 - Content and process theories of motivation
2.3 - Motivating factors in 21st century business. Rewards and high performance
2.4 - Diagnosing and managing organisational problems: Solutions through people
<b>3 - Emotional intelligence</b>
3.1 - Emotions and moods
3.2 - Definition and concepts of emotional intelligence
3.3 - Daniel Goleman's contribution to the business environment
3.4 - Application to OB issues
<b>4 - Leadership</b>
4.1 - Leadership vs management
4.2 - Leadership styles
4.3 - Leadership in the 21st century. Ethics and environment
4.4 - Leadership and decision making
4.5 - Leadership, power and politics

4.6 - Feedback
<b>5 - Teams</b>
5.1 - Team formation and types
5.2 - Group and team dynamics
5.3 - Influence on behaviour and performance
5.4 - Managing conflict: Negotiation skills

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

### Learning activities:

Week	Unit/Block/Theme	Classroom sessions	Hours	Individual study activities	Hours
1	12/09/2022	1.Intro to OB and personality Welcome day, introductions and presentation of the course outline. Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Read the course outline and familiarise with PDU. Students will need to read and understand the lecture slides and material related to the subject.	2
2	19/09/2022	1.Intro to OB and personality Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	2
3	26/09/2022	2.Motivation Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	2
4	03/10/2022	2.Motivation Sessions will include reviewing theory, reading and debating ideas and working on practical case studies. Group presentations.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	2
5	10/10/2022	2.Motivation Sessions will include reviewing theory, reading and debating ideas and working on practical case studies. Group presentations.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	2
6	17/10/2022	3.Emotional intelligence Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Students will need to read and understand the lecture slides and material related to the subject. Readings: Goleman et al. <b>Group / Individual Activity due after session.</b>	2
7	24/10/2022	3.Emotional intelligence Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Students will need to read and understand the lecture slides and material related to the subject. Readings: Goleman et al. <b>Group / Individual Activity due after session.</b>	2
8	31/10/2022	Bank holiday	0	Students will need to read and understand chapters and material related to the subject (Robbins and Judge, 2010). <b>Group / Individual Activity due after session.</b>	2
9	07/11/2022	4.Leadership Sessions will include reviewing theory, reading and debating ideas and working on practical case studies. Individual presentations will take place.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	2
10	14/11/2022	4.Leadership Sessions will include reviewing theory, reading and debating ideas and working on practical case studies. Individual presentations will take place.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	2
11	21/11/2022	4.Leadership Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	3

12	28/11/2022	5.Teams	Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	3
13	05/12/2022		Reviewing Theory	2	Revision	2
14	12/12/2022	5.Teams	Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	2
15	19/12/2022	5.Teams	Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Students will need to read and understand the lecture slides and material related to the subject. <b>Group / Individual Activity due after session.</b>	2
16	26/12/2022		Christmas break	0	Revision	2
17	02/01/2023		Christmas break	0	Revision	2
18	09/01/2023	1.Intro to OB and personality 2.Motivation 3.Emotional intelligence 4.Leadership 5.Teams	Sessions will include reviewing theory, reading and debating ideas and working on practical case studies.	2	Reviewing material, research theories and techniques, reading material and preparing for exams.	2
19	16/01/2023	1.Intro to OB and personality 2.Motivation 3.Emotional intelligence 4.Leadership 5.Teams	Final exam	1	Revision	2
20	23/01/2023	1.Intro to OB and personality 2.Motivation 3.Emotional intelligence 4.Leadership 5.Teams	Final exam	1	Reviewing material, research theories and techniques, reading material and preparing for exams.	1
21	30/01/2023	1.Intro to OB and personality 2.Motivation 3.Emotional intelligence 4.Leadership 5.Teams	Final exam	1	Examination Revision.	1
<b>TOTAL CLASSROOM HOURS:</b>				33	<b>TOTAL INDIVIDUAL STUDY HOURS:</b>	42

### Observations for students exempt from compulsory attendance due to special circumstances:

Those students who are unable to attend 80 % of classes during the semester due to justified reasons (previously communicated to the Programme Coordinator) will have to get in contact with the lecturer by the 26st of September. They will be required to follow the progress of the subject by doing the reading and case work (both individual and group work) which will be indicated on the PDU. Failure to pass this coursework with a minimum mark of 5 out of 10 will imply not being able to sit the final exam. The remaining % will be determined by sitting the final exam. The mark of the final exam will have to be of at least 5 to be able to average out with the practical part (continuous assessment). Students who fail the subject will have to retake the exam in July for the whole subject (practical and theoretical). Students will sit exams on the same day and time as all other students of the subject.

Each particular case will be analyzed to design a learning strategy and related individualized activities that guarantee the achievement of the stated objectives. In these cases the student will have to attend the tutorials previously agreed with the lecturer. In the event that the student does not contact the lecturer on the indicated date, he or she may lose the right to be evaluated on first call by having exceeded the absences allowed (20 %).

Those students who have been exempt from compulsory attendance will be assessed with the same criteria as attending students. Students will only be allowed to be exempt from class attendance when absence has been justified and agreed.

### TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

#### Teaching and learning methodologies and activities applied:

The approach taken in this course is to involve you as entrepreneurial learners through an interesting combination of face-to-face lectures, essential reading texts, a wide range of recommended texts and materials to expand your learning for your individual and group tasks. You will be responsible for a significant amount of self-study having to identify your sources of information, comparing and providing founded opinions on issues debated. For this you will need to ensure that you fully understand all the concepts. The contents and organization of the lectures may be modified subject to external factors such as group progress, visiting lecturers, changes in the timetable, etc.

The main methodologies used in this course include:

- **Master classes:** Theoretical presentation of the main aspects of the subject
- **Practical exercises and case studies** to reinforce the knowledge. Active participation of students is encouraged
- **Independent study:** Students are expected to complete all independent study tasks and devote time to reviewing concepts and exercises
- **Tutorial hours:** Students are encouraged to avail of tutorial sessions as during these sessions students can ask questions, clarify concepts, ask for additional bibliography, etc.

#### Integration of English language in the subject:

This course will be delivered in English. All assignments, class discussion and presentations must be delivered in English.

Internationalization is one of the main objectives of CESUGA. The teaching staff will be gradually introducing materials, texts, audiovisual media and other content through English in the subjects they teach. This course of action is included in the principles of the European Area of Higher Education (EAHE). The aim is for students to naturally and effectively use English in authentic situations while studying subjects included in their degree programs. Exposure to the English language forms an intrinsic part of each degree programme's plan of studies.

These activities can be seen in the provisional activity plan and are marked: basically oral presentations, writing abstracts, use of sources in English, etc.

#### Student work load:

Teaching mode	Teaching methods	Estimated hours
<b>Classroom activities</b>	Master classes	3
	Other theory activities	5
	Practical exercises	6
	Practical work, exercises, problem-solving etc.	4
	Debates	3
	Coursework presentations	5
	Films, videos, documentaries etc.	1
	Workshops	4
	Assessment activities	2
<b>Individual study</b>	Tutorials	3
	Individual study	9
	Individual coursework preparation	5
	Group coursework preparation	4
	Project work	5
	Research work	5
	Compulsory reading	5
	Recommended reading	2
	Extra-curricular activities (visits, conferences, etc.)	4
<b>Total hours:</b>		<b>75</b>

## ASSESSMENT SCHEME:

### Calculation of final mark:

Individual coursework:	20	%
Group coursework:	15	%
Final exam:	50	%
Other: Flipped Class Assignment:	15	%
<b>TOTAL</b>	<b>100</b>	<b>%</b>

### Specific assessment criteria

Breakdown of evaluated coursework:

- **Individual coursework (20 %):** Students are expected to complete all individual tasks and case studies. Instructions for these tasks will be given in the classroom and on the PDU.

- **Group coursework (15%):** Students will be introduced to the real world of business by working on identifying issues, developing group solutions and applying their solutions to real-life situations of working businesses. Instructions for this coursework will be given in the classroom and on the PDU.

- **Final exam (50 %):** Students will sit a final exam covering the whole content of the subject.

- **Flipped Class assignment- (15%)** Obligatory for all students. This task will be scheduled at the beginning of the course and posted on the PDU.

The weighted arithmetic mean of the individual and group coursework must be at least 5 to average out with the final exam. The mark of the final exam will have to be of at least 5 to be able to average out with the individual and group coursework. Not obtaining this minimum mark will force the student to resubmit the failed coursework and/ or resit the final exam in July.

Attendance and participation is obligatory, therefore students who do not attend nor participate may not be allowed to take the final exam.

The material given by the teacher will be an indication of what needs to be researched. Students must do their own research and work on various sources of information.

The same evaluation criteria will hold for February and July examinations. The evaluation system on second call will be identical to that of first call, with the same percentages. It is compulsory to pass the theoretical exam of this call. All those students, therefore, who do not pass the subject in the first call will be either because they did not pass the final exam, or because even if they did, did not reach the minimum grade of 5 in the sum of the corresponding percentages. The marks of the "Individual coursework" and "Group coursework" will be kept if they have been passed, keeping the same percentages on the final mark. If you have passed the final exam but have not passed by adding it with the marks obtained in the coursework, you must redo the one or those indicated by the lecturer and resubmit them in the second call. The percentages to be applied to these works will be the same as those indicated in the first call. Therefore, the student must attend the exam revision of the first call to know exactly what to submit in the second call. It is the student's responsibility to contact the lecturer for this purpose.

**Spelling:** Within the evaluation criteria, the University considers spelling a priority issue. Under the protection of the changes in the language standard in the Spanish language included in the Spelling of the Spanish Language (2010), published by the Real Academia Española, CESUGA has established some correction criteria related to this work that will be applied in all tests of the matter. The document that includes the set of criteria and its sanction is published in the University Teaching Platform (PDU) of the subject. The same applies if English is the main language. Refer to unacceptable grammar errors.

**Plagiarism:** Likewise, and in accordance with the University's Good Practices manual, the commission of plagiarism in any of the work carried out will be considered a very serious offense, since it violates



the deontological code of any profession.

**Electronic devices** that disturb the attention and the correct development of the subject will not be allowed in class, unless expressly mentioned by the professor and those provided by the University.

**Absences:** Failure to attend class more than 20 % of the stipulated hours without authorization may lead to the loss of the evaluation on first call.

#### Assessment methods:

Assessment method	Learning outcomes assessed	Assessment criteria	%
Individual coursework	R01 R02	Students will be given basic ideas to work on having to read and consult a number of authorised sources of information.	20
Final exam	R01 R02 R03	The student will have to identify problems and issues to discuss and reason the answers. He/ she will be expected to understand key problems and solutions ensuring these are the most effective and profitable for the Company.	50
Other: Flipped Class assignment	R01 R02 R03	Students are obliged to prepare a flipped class assignment to be delivered.	15
Group Coursework	R01 R02 R03	Delivery of a class presentation.	15
Total weighting:			100

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The same evaluation criteria will hold for February and July examinations.

#### BIBLIOGRAPHY AND DOCUMENTATION:

##### Basic bibliography:

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|---|
| ROBBINS, S. and JUDGE, T. Essentials of Organizational Behavior, Pearson, 2010. Global Edition 10th ed. |
| PUCHOL, L. y otros. El libro de las habilidades directivas. 3ª ed. Madrid: Díaz de Santos, 2010.        |
| GOLEMAN, D. Inteligencia Emocional/ Emotional Intelligence. Barcelona: Kairós, 1996.                    |
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| MAXWELL, J. Teamwork 101: What Every Leader Needs to Know. Thomas Nelson Publishing, Dallas, 2008.      |
| HERRMANN, N., HERRMANN-NEHDI, A. The Whole Brain Business Book, 2nd ed. McGraw-Hill, 2015.              |

### Recommended bibliography:

LEOPOLD, J., HARRIS, L. & WATSON, T. Strategic Management of Human Resources. Pearson, 2005.
HUCZYNSKI, A. & BUCHANAN, D. Organizational Behaviour. Prentice Hall, 2007. 6th ed.
SCHMIDT, E., ROSENBERG, J. How Google Works, John Murray Publishers, UK, 2014.
GOLEMAN, D., BOYATZIS, R. et al., Building Blocks for EI: Teamwork. DBA, More than Sound Publishers, Florence, MA, 2017.
GOLEMAN, D., BOYATZIS, R., MCKEE, Primal Leadership, Harvard Business Review Press, 2013.
TIERNEY, ELIZABETH, Movies for Managers: A Novel Approach to Learning about Human Behaviour and Interaction, Oak Tree Press, UK 2012.
TIERNEY, ELIZABETH, Ethics in the Workplace, Oak Tree Press, UK 2012.

### Recommended websites:

The Chartered Institute of Personnel and Development	<a href="https://www.cipd.co.uk/">https://www.cipd.co.uk/</a>
Journal of Organizational Behavior	<a href="https://onlinelibrary.wiley.com/journal/10991379">https://onlinelibrary.wiley.com/journal/10991379</a>
Personnel Today	<a href="https://www.personneltoday.com/">https://www.personneltoday.com/</a>
The Leadership Quarterly	<a href="https://www.journals.elsevier.com/the-leadership-quarterly">https://www.journals.elsevier.com/the-leadership-quarterly</a>
Journal of Leadership & Organizational Studies	<a href="https://journals.sagepub.com/home/jlo">https://journals.sagepub.com/home/jlo</a>
Personnel Psychology	<a href="https://onlinelibrary.wiley.com/journal/17446570">https://onlinelibrary.wiley.com/journal/17446570</a>
Journal of Vocational Behavior	<a href="https://www.journals.elsevier.com/journal-of-vocational-behavior">https://www.journals.elsevier.com/journal-of-vocational-behavior</a>
European Management Journal	<a href="https://www.journals.elsevier.com/european-management-journal">https://www.journals.elsevier.com/european-management-journal</a>
European Journal of Work and Organizational Psychology	<a href="https://www.tandfonline.com/toc/pewo20/current">https://www.tandfonline.com/toc/pewo20/current</a>
HR Grapevine Magazine	<a href="https://www.hrgrapevine.com/">https://www.hrgrapevine.com/</a>
Asociación Española de Dirección y Desarrollo de Personas (AEDIPE)	<a href="http://www.aedipe.es/">http://www.aedipe.es/</a>

### OBSERVATIONS: