

1. BASIC DATA

Module	General Management
Degree program	Máster Universitario en Dirección de Empresas MBA
School	Facultad de Ciencias Económicas, Empresariales y de la Comunicación
ECTS	9
Credit type	Mandatory
Language	English and Spanish
Delivery mode	Campus bases & online (only in Spanish)
Semester	First semester
Academic course	2024/2025
Module coordinator	Guillermo José Burgos
Teachers	Guillermo José Burgos, Marta Esmeralda Vidal, Juan Andrés Montero Vilela, Paola Olmedo Caural, Lola Dobon, Lorenzo Rivaes

2. PRESENTATION

The first objective of the General Management module is to train students in the competencies and skills of business management, which they will be able to train throughout the training program, the mastery of the concepts and tools for managing high-performance teams, the establishment of specific criteria in decision-making and conflict resolution, the ability to design the organizational strategy, the mission and vision of the company and the management of human resources.

Additionally, the student is expected to acquire the specific competencies of a professional in the field of business management:

- Autonomy
- Communication skills
- Leadership; empathy
- Adaptation
- Teamwork

As well as the keys to organizational structures, human resources policies and talent management.

The module also teaches the use of different methodologies to identify, analyze and solve challenges through structured and results-oriented decision making. The global vision is enhanced, and the entrepreneurial spirit is encouraged. The student will master the concepts and tools for productivity assessment and personnel performance appraisal.

Finally, to know and develop corporate social responsibility plans and guarantee ethical behavior in professional performance.

3. LEARNING RESULTS

Knowledges

- KNO01. Explain how businesses are run, including planning, organizing, leading, and controlling an organization.
- KNO05. Recognize factors that affect a company's ethical and sustainable practices, including risks related to environmental and social impact, and efforts to minimize them.

Skills:

- SK01. Make decisions considering various internal and external business factors.
- SK04. Critically assess environmental, social, and governance risks affecting the company's future.
- SK05. Financially evaluate how macroeconomic factors impact the company's financial performance.
- SK06. Design optimal business management structures that are ethically sound and aligned with sustainable development goals.

Competencies:

- CP01. Analyze problems and propose solutions to achieve business goals.
- CP02. Identify, evaluate, and select tools for assessing the impact of decisions on profits, the market, people, and society, considering a comprehensive ethical approach.
- CP06. Show business leadership skills in scenarios focused on strategic planning, conflict resolution, motivation, talent attraction, and professional ethics.

4. CONTENTS

The subject is organized into 6 learning units, which, in turn, are divided into topics (three or four topics depending on the units):

- Management skills: different styles of leadership, learning to manage the personal skills necessary to be a good leader, based on precise tools, knowing the classical

and modern theories of motivation, to be able to Motivate from management, managing the theory of work teams, developing innovative motivational plans, learning to manage persuasive communication and non-verbal communication to speak in public and communicate with enthusiasm, managing active listening, Know how to speak in public in different business environments, know how to manage communicative skills in a negotiation, and dominate the principles of a negotiation.

- Organisational structures and people management: to understand the forms of organization of the structure and its characteristics according to the context in which they develop, to analyse the changes in the structures of the organizations, to analyse the importance of the Management of human resources in the organization as a promoter of the culture of talent, to understand the importance of the design of studies of work climate in the company as support to the decision-making that affect to the human resources, to understand the principles of the Management of human resources and materialize them in a strategic plan for the attraction and retention of talent.
- GLOBAL vision, entrepreneurial spirit and decision-making: to know the challenges and advantages of work in multicultural environments and teams, to dominate the management of diversity, to be able to assume and manage a culture of change in the organization, to know the challenges of the Human behaviour in work related to productivity, worker welfare and organizational development, identifying human behaviours that create innovative cultures in an organization, knowing the principles of taking Decisions.
- Business ethics and corporate social responsibility: to know the meaning and scope of the professional ethics in the organizations, to know the meaning of the CSR, to be able to define a policy of corporate social responsibility from the ethics and the Innovation.

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- ☐ Master Class
- ☐ Case method.
- ☐ Cooperative learning.
- ☐ Problem-based learning.
- ☐ Project-based learning.

6. TRAINING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

Presential modality:

Training activity	Number of hours
Master classes	54

Debates and colloquiums	12
Case analysis	6
Troubleshooting	35
Oral presentations of works	6
Written reports and essays	20
Tutorials	12
Autonomous study	35
Research (scientific/case studies) and projects	42
Face-to-face assessment tests	3
TOTAL	225

Online modality (only in Spanish):

Training activities	Number of hours
Synchronous master classes	31
Reading content topics	27
Debates and colloquia through virtual seminars	4
Troubleshooting	35
Oral presentations of synchronous works	3
Preparation of reports and written assignments	20
Virtual tutoring	12
Autonomous work	45
Virtual forums	15
Research and projects	15
Group participatory activities (seminars, participation in online forums, etc.) through web conference	10
Virtual assessment tests	2
TOTAL	225

7. EVALUATION

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:

Presential modality:

Evaluation system	Weight
Oral presentations	20%
Case/problems	15%
Reports and writings	15%
Performance evaluation	10%
Assessment test	40%

Online modality (only in Spanish):

Evaluation system	Weight
Oral presentations	15%
Case/problems	15%
Reports and writings	15%
Performance evaluation	5%
Assessment test	50%

In the virtual campus, when you access the course, you will be able to consult in detail the evaluation activities to be performed, as well as the due dates and evaluation procedures for each of them.

7.1. Ordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the classroom knowledge test, so that it can be averaged with the rest of the activities.

For face-to-face students (presential modality), it is compulsory to attend classes as a necessary part of the continuous evaluation process and to comply with the student's right to receive advice, assistance and academic monitoring by the teacher. Failure to attend more than one third of the face-to-face classes may result in the loss of the right to take the presential knowledge test.

7.2. Extraordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the classroom knowledge test, so that it can be averaged with the rest of the activities.

The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

8. CHRONOGRAM

The chronogram with dates of delivery of evaluable activities of the course is available in each edition and group in the virtual campus.

ACTIVITIES	WEEK
Activity 1	3
Activity 2	8
Activity 3	11
Activity 4	13
Assessment test	18

This schedule may be subject to modifications due to logistical reasons. Any modification will be notified to the student in due time and form.

9. BIBLIOGRAPHY

The following is a bibliography related to the topics to be covered in the units:

Unit 1

- Marturano, J. (2017). Mindfulness en el liderazgo. Cómo crear tu espacio interior para liderar con excelencia. Barcelona, España: Kairós.
- Harvard Business Review. (2016). The Harvard Business Review Manager's Handbook: The 17 Skills Leaders Need to Stand Out. Harvard Business Review Press.

Unit 2

- Duarte, N. (2016). Presentaciones persuasivas. En Harvard Business Review (Ed.) Guías HBR (nº 2). Barcelona. Reverte-Management.
- Gallo, C. (2016) Hable como en TED. Barcelona, Penguin Random House Grupo Editorial S.A.U.
- Aranda, J.C. (2015). Cómo hablar en público. Editorial Berenice.
- Elías, J. (2013). Tú y yo somos cuatro. Barcelona: Amat Editorial.
- Fernández, C. y Galguera, L. (2008). La comunicación humana en el mundo contemporáneo. México D.F.: McGraw-Hill Interamericana.

- : RBA Integral.
- Reyero, J. (2006). Hablar para convencer. Madrid: Pearson Educación.

Unit 3

- Siedel, G. (2014). Negociar con éxito. Estrategias y Habilidades esenciales. Universidad de Michigan.
- Hernández, A. (2011). Negociar es fácil, si sabe cómo. Ed. Centro Libros PAPP.
- Fidalgo, J.M. (2010). "Elogio de la negociación". En Cuadernos Foro negocia, Nº 1. Madrid: IE Business School.

Unit 4

- Luna, R. (2018). Gestión del talento. Ed. Pirámide. Madrid
- Aguado, M., Jiménez, A, (2017). Empresas que dejan huella. Ed. Almuzara.
- Rodríguez, M. (2017) Revisión del talento. Seminario. Universidad Europea de Madrid, Madrid.
- Rodríguez-Tarodo, A., Recuero, N. y Blanco, M. F. (2018). Employer Branding. Atraer y comprometer el talento en 5 pasos. Ed. Pearson, 2018.
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- Garner, E, (2012). Recruitment and Selection: Hiring the people you want. Eric Garner & Ventus Publishing ApS.
- Mintzberg, H. (2012). La Estructuración de las Organizaciones. Barcelona: Ariel.
- Moldes, R. (2012). De la gestión de RRHH a la dirección de personas. Valencia. Ed. Tirant lo Blanch.
- Muñiz, M., Labrador, J., Arizkuren, A. (2014). Retos en la gestión internacional del capital humano. Reflexiones Comillas. Economía y Empresa. Madrid.
- Osterwalder, A. (2011). Generación de Modelos de Negocio. Deusto Ediciones.
- Planellas, M. y Muni, A. (2013). El libro de las decisiones estratégicas. Ed. Conecta.

Unit 5

- Elejabeitia, J. (2018). Coaching con Design Thinking: El proceso creativo para innovadores, transformadores y amantes del cambio. Madrid: Nextyou.
- Dru, J.M. (2015). The ways to new: 15 paths to disruptive innovation. Wiley.
- Kinley, N. & Ben-Hur, S. (2015). Changing employer behavior. A practical guide for managers. Palgrave Macmillan.

- Pastor Bustamante, J. (2013). Creatividad e innovación. Factores clave para la gestión e internacionalización. España: ICEX.
- Chomsky, N. (2012). The science of language. United Kingdom: Cambridge University Press.

Unit 6

- Cueto Cedillo, C. (2014). Análisis de la RSC de las grandes ciudades de España. Ed. Áreas de Innovación y Desarrollo, s.l.
- Carrió Sala, M. (2013) Gestión de la reputación corporativa. Ed. Libros de Cabecera. Barcelona.

Bibliografía complementaria:

- Lowney, C. (2014). El liderazgo de los Jesuitas. Autoconciencia, ingenio, amor, heroísmo. Ed. Sal Terrae.
- Gallwey, W. (2010) El juego interior del tenis, Ed. Sirio S.A.
- Soporte audiovisual. Visionar por completo la Película Her, Director Spike Jonze, USA, 2013. Tráiler español, <https://www.youtube.com/watch?v=UKMehPI1sUg>
- Senge, P. (1999). La Quinta Disciplina: Como Impulsar el Aprendizaje en la Organización Inteligente Ed. Granica. Buenos Aires.
- Covey, S.R. (1997). Los 7 hábitos de la gente altamente efectiva. Barcelona, España: Paidós Ibérica

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students

1. Accompaniment and monitoring by means of counselling and personalised plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.

4. Vocational guidance through the provision of tools and counselling for students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at: Students with specific educational support needs:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the faculty, the degree program and the teaching-learning process.

Surveys will be available in the survey area of your virtual campus or through your e-mail. Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.