UNIVERSIDAD POLITÉCNICA DE MADRID
FACULTAD DE INFORMÁTICA
Campus de Montegancedo
Boadilla del Monte. 28660 Madrid

(Subject Name)

Learning Guide – Information for Students

1. Description

Grade	European Master on Software Engineering
Module	Advanced Software Engineering Aspects
Area	-
Subject	Relation Skills and Team Management
Type	elective
ECTS credits	4 ECTS
Responsible department	DLSIIS
Major/Section/	-

Academic year	2012/2013
Term	1st term
Language	English
Web site	http://babel.ls.fi.upm.es/~susana/teaching/curso_Gestion.html

2. Faculty

NAME and SURNAME	OFFICE	email
Susana Muñoz Hernández (Coord.)	2310	susana@fi.upm.es

3. Prior knowledge required to take the subject

Passed subjects	•
Other required learning outcomes	•

4. Learning goals

SUBJECT- COMPETENCES AND PROFICIENCY LEVEL		
Code	**Competence**	**Level**
SC13	To have a vision of the different specific and emergent aspects of the Software Engineering, and to go further in some of them.	K
SC14	To understand what nowadays software engineering procedures can and cannot reach, their limitations and their possible future evolution.	K
CG3	To communicate their conclusions and the knowledge and last reasoning to technical and non-technical audiences in a clear and non-ambiguous way.	A
CG10	Skill of creative thinking with the goal of developing new and original focus and methods.	A
CG17	Ability of management and capacity of team leadership integrated in different disciplines or levels.	A
CG18	Ability of working and communicating in international contexts.	S

Proficiency level: knowledge (K), comprehension (C), application (A), and analysis and synthesis (S)

SUBJECT LEARNING OUTCOMES

Code	Learning outcome	Related competences	Proficiency level
LR1	Listening capability	SC13, SC14, CG10	A
LR2	Observing capability	SC13, SC14, CG10	C
LR3	Time organization capability	SC13, SC14	K
LR4	Conflict solving capability	SC13, SC14, CG18	C
LR5	Communication skills in public	SC13, SC14, CG3, CG18	S
LR6	Group work skill	SC13, SC14, CG17	A
LR7	Negotiation skill	SC13, SC14, CG18	C

5. Subject assessment system

ACHIEVEMENT INDICATORS	
RefIndicator	**Related to LR**
I1Work in group	LR4, LR6, LR7
I2Public presentation of the work	LR3, LR5
I3Participation in classes	LR1, LR2
I4Classmates feedback	LR1, LR2, LR5

(Optionally, use rubric table instead)

CONTINUOUS ASSESSMENT			
Brief description of assessable activities	**Time**	**Place**	**Weight in grade**
Participation in common discussions	1-16 week	Class	20.00%
Feedback to their classmates	4-16 week	Class	10.00%
Making a work about a topic of the course	2-16 week	Home	60.00%
Presentation of the work	4-16 week	Class	10.00%
			Total: 100%

GRADING CRITERIA

The attendance to the classes is mandatory. A high number of absents classes will be enough for failing the course.

The final grade will be calculated taking into account:

- the participation of the students during the classes. Specially during the discussions.
- the work in group that the students should prepare related one of the topics of the course
- the presentation in public of that work
- the feedback to the classmates during the presentations of the rest of the groups

6. Contents and learning activities

SPECIFIC CONTENTS		
Unit / Topic / Chapter	**Section**	**Related indicators**
Chapter 1: Introduction	1.1 Motivation	I3
	1.2 Topics Definition	I3, I1
Chapter 2: Communication Basis	2.1 Communication	I1, I2, I4
	2.2 Relation	I1, I2, I4
	2.3 Team Group	I1, I2, I4
Chapter 3: Personal Skills	3.1 Assertiveness	I1, I2, I4
	3.2 Negotiation	I1, I2, I4
	3.3 Conflict Solving	I1, I2, I4
	3.4 Inter cultural differences management	I1, I2, I4
	3.5 Time Management	I1, I2, I4
	3.6 Body Language & Non verbal communication	I1, I2, I4
	3.7 Public Presentations	I1, I2, I4
	3.8 Meeting Management	I1, I2, I4
	3.9 Emotional Intelligence	I1, I2, I4
	3.10 Motivation	I1, I2, I4
	3.11 Coaching	I1, I2, I4
	3.12 Social Engineering	I1, I2, I4
	3.13 Creativity	I1, I2, I4
	3.14 Leadership	I1, I2, I4

7. Brief description of organizational modalities and teaching methods

TEACHING ORGANIZATION		
Scenario	**Organizational Modality**	**Purpose**
	Theory Classes	***Talk to students***
	Seminars/Workshops	***Construct knowledge through student interaction and activity***
	Practical Classes	***Show students what to do***
	Placements	***Round out student training in a professional setting***
	Personal Tutoring	***Give students personalized attention***
	Group Work	***Get students to learn from each other***
	Independent Work	***Develop self-learning ability***

TEACHING METHODS			
	Method	**Purpose**	
	Explanation/Lecture	***Transfer information and activate student cognitive processes***	Known as explanation, this teaching method involves *aim of providing information organized according to c* known as *lecture*, mainly focuses on the verbal expos study. The term *master class* is often used to refer to special occasions
	Case Studies	***Learning by analyzing real or simulated case studies***	Intensive and exhaustive analysis of a real fact, probl interpreting or solving the problem, generating hypoth and, sometimes, training in possible alternative probl

	Exercises and Problem Solving	***Exercise, test and practice prior knowledge***
	Problem-Based Learning (PBL)	***Develop active learning through problem solving***
	Project-Oriented Learning (POL)	***Complete a problem-solving project applying acquired skills and knowledge***
	Cooperative Learning	***Develop active and meaningful learning through cooperation***
	Learning Contract	***Develop independent learning***

Situations where students are asked to develop the s
applying formulae or running algorithms, applying info
results. It is often used to supplement lectures.

Teaching and learning method whose starting point is
has to solve to develop a number of previously define

Teaching and learning method where have a set time
task by planning, designing and completing a series o
applying what they have learned and making effective

Interactive approach to the organization of classroom
their peers' learning as part of a co-responsibility stra

This is both one of a number of methods for use and

An agreement between the teacher and student on th
independent work proposal, supervised by the teache
essential points of a learning contract are that it is a v
requiring personal involvement and having a time fra

BRIEF DESCRIPTION OF THE ORGANIZATIONAL MODALITIES AND TEACHING METHODS	
THEORY CLASSES	During the first classes the professor teach the two first chapters in from of the students to give them a reference about the way of preparing presentation in from of the class and to fix the goals of the course.
PROBLEM-SOLVING CLASSES	We use this modality when a conflict appears during one of the presentations and we have to solve the problem all together analyzing the own reactions and the origin of the situation.
PRACTICAL WORK	We practice in from of the class with presentations that the students prepares and works for the class that they design. The professor and the rest of the students provide feedback to the group that is presenting each work.
INDIVIDUAL WORK	Participation of the students during the classes and to provide feedback to the classmates is individual and valuable for the professor to evaluate the students.
GROUP WORK	All students should prepare a work in group about one of the topics of the course
PERSONAL TUTORING	The professor is available for the students to consult any doubt about the contents of the course or the dynamics of the classes.

8. Teaching resources

TEACHING RESOURCES	
RECOMMENDED READING	ROBSON, MIKE: **Problem Solving in Groups**. Gower. Aldershot. (1993).
	EALES-WHITE, R: **Building Your Team**, Kogan Page. Londres. (1995).
	MACKAY, I: **A Guide to Listening**, Bacie. Londres. (1984).
	PEASE, A: **Body Language: How to Read Others Thoughts by Their Gestures**, Sheldon Press. Londres. (1981).
	GOMAN, CAROL KINSEY: **Creative Thinking in Business**, Kogan Page, Londres, (1989).
	MONTEBELLO, A y BVZZOTTA, V: **"Work Teams that Work", Training and Development Journal (marzo de 1993)**, American Society for Training and Development Inc. Alexandra. EE UU. (1993).
	ZENGER, J. MUSSELWHITE, E. HUDSON, K. y PERRION, C: **"Leadership in a Team Environment"**, Training and Development. EE UU. (1991).
	EALES-WHITE, R: **The Power of Persuasion: Improving Your Performance and Leadership Skills**, Kogan Page. Londres. (1992).
	WEISS, DONALD H.: **Creative Problem Solving**, AMACOM, Nueva York. (1988).
	HONEY, P. y MUMFORD, A.: **Manual of Learning Styles**. P. Honey. Maidenhead. (1982, rev. 1992).
	BIRD, MALCOLM: **Problem Solving Techniques That Real1y Work**, Piatkus Books, Londres, (1993).
	COK, GEOF: **Practical Guide to Solving Business Problems**, Pitman/The Institute of Management, Londres, (1995).
	KENNEOY, G., BENSON. J. y MCMILLAN. J.: **Managing Negotiations**, 3ª ed., Hutchinson. Londres. (1980).
	WHITMORE, J.: **Coaching for Performance**, Nicholas Brealey, Londres. (1996).
	ARAOZ, D. L., Y SUTTON, W. S.: **Reengineering Yourself**. Bob Adams, Inc., Massachusetts, (1994).

WEB RESOURCES	Subject web site (http://babel.ls.fi.upm.es/~susana/relation_skills.html)
	Subject Moodle site (http://moodle.upm.es/titulaciones/oficiales/course/view.php?id=882)
EQUIPMENT	Room 3203 or the assigned one
	Library
	Group work room
	Equipment for presentations (beamer, speakers, blackboard)

9. Subject schedule

Week	Classroom activities	Lab activities	Individual work	Group work	Assessment activities	Others
Week 1 (2 hours)	• Section 1.1 and Section 1.2 (2 hours)	•	•	•	• Participation in class discussions • Topic selection	•
Week 2 (2 hours)	• Section 2.1 (2 hours)	•	•	•	• Participation in class discussions. • Group organization	•
Week 3 (2 hours)	• Section 2.2 (2 hours)	•	•	•	• Participation in class discussions. • Calendar agreement	•
Week 4 (8 hours)	• Section 3.1, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 5 (8 hours)	• Section 3.2, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 6 (8 hours)	• Section 3.3, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 7 (8 hours)	• Section 3.4, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 8 (8 hours)	• Section 3.5, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation	•

Week	Classroom activities	Lab activities	Individual work	Group work	Assessment activities	Others
					• Classmates feedback	
Week 9 (8 hours)	• Section 3.8, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 10 (8 hours)	• Section 3.9, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 11 (8 hours)	• Section 3.10, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 12 (8 hours)	• Section 3.10, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 13 (8 hours)	• Section 3.1, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 14 (8 hours)	• Section 3.12, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 14 (8 hours)	• Section 3.13, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (5 hours)	• Group presentation • Classmates feedback	•
Week 15 (6 hours)	• Section 3.14, Section 3.6 and Section 3.7 (2 hours)	•	• (1 hours)	• (3 hours)	• Group presentation • Classmates feedback	•

Note: Student workload specified for each activity in hours