



APPLIES TO ACADEMIC YEAR 2014/2015

## **BIN 2802 Management of small and semi small businesses**

### **Programme**

#### **Responsible for the course**

Frode Solberg

#### **Department**

Department of Innovation and Economic Organisation

#### **Term**

According to study plan

#### **ECTS Credits**

15

#### **Language of instruction**

Norwegian

#### **Introduction**

The course is a development programme for small and medium-sized enterprises – SMEs. The course builds on BIN 2801/BIK 2810 Understanding Business Fundamentals and Business Development. As opposed to BIN 2801/BIK 2810, this course is more process-oriented and is based to a large extent on action- and reflection-based learning. The course includes exercises that are meant to pose a challenge to the participants both as individuals and as groups.

#### **Learning outcome**

Acquired knowledge:

- The students shall acquire a new and varied leadership theory
- The students shall acquire knowledge on management of small enterprises

Acquired skills:

- The students shall learn to reflect on common leadership problems
- The students shall be able to develop methodology for developing a leadership style

Reflection:

- The students shall learn to respect the challenges of SME management
- The students shall learn to develop suitable ethical attitudes.

#### **Prerequisites**

The students must have completed the course BIK 2810 Understanding Business Fundamentals and Business Development or have completed other studies in business administration or a basic course in management or equivalent. Experience-based competence will be considered in each individual case.

#### **Compulsory reading**

##### **Books:**

Haaland, Frode Hübertz og Frode Dale. 2005. På randen av ledelse : en veiviser i førstegangsledelse. Gyldendal akademisk. 206 sider

Johannessen, Jon-Arild og Bjørn Olsen. 2008. Positivt lederskap : jakten på de positive kreftene. Fagbokforlaget. 206 sider

Nesheim, Torstein. 2006. Framtidens ledelse i kommunene. Samfunns- og næringslivsforskning. 76 sider. SNF-rapport ; nr 26/06

Roos, Gøran ...[et al.]. 2014. Strategi : en innføring. 6. utg. Fagbokforlaget. 371 sider

Sørhaug, Tian. 1996. Om ledelse : makt og tillit i moderne organisering. Universitetsforlaget. 171 sider

Thompson, Geir. 2011. Situasjonsbestemt ledelse. 3. utg. Gyldendal. ca 150 sider

#### **Collection of articles:**

Diverse relevante artikler på team og endring. ca 75 sider

#### **Recommended reading**

#### **Course outline**

##### **Module 1 – My own leadership role, communication and team management**

Recent management theories. Leadership throughout history. What is positive leadership for the future? My own leadership

role, ambitions and own development plan.

Management of organisational changes and development processes. Learning and competence are catchwords for the organization's adaptability and ability to reform, but it is not sufficient that each individual manager or employee acquires more skills. They can learn to lead processes by detecting opportunities in the progress of processes, employ former experience and knowledge and apply tools and models.

The organization and units within the organization can be developed together and be involved in creating a learning organization.

Which forces have a positive and negative effect on an organizational culture when new structures and work patterns are introduced?

Dynamic processes require good leadership and the ability for creative problem-solving.

What is required and how should the process be carried out to obtain the desired results?

Action-based development. The basis for process-oriented learning: Action, reflection and learning. The elements that lead to overall competence development. Theory and learning models.

## **Module 2 – Emotional intelligence, motivation, self-management and coaching**

EQ – emotional intelligence.

Insight into our own feelings and how we control them is necessary to understand other people's feelings and capabilities.

Self-management

The current tendency of project-, flat or mixed organizational structures are positive for independent employees but may be a problem when insecurity increases in times of change. Through increased awareness, insight and training in methods to improve own performance, self-management may contribute to improved preparedness and proficiency for the individual leader. Furthermore, the aim is to give leaders a good understanding of how they can develop self-managed teams.

Coaching

An organization generally has resources in the form of unexploited potential in their managers and employees, but is not always capable of developing this potential without help. Coaching is a method to help leaders, teams and the individual to develop thinking, behaviour and learning methods to carry out important organisational and personal goals. Test tools in teams and recruitment will also be among the topics to be covered. The participants will be allowed to carry out relevant tests to strengthen their own insight and understanding.

*A methodology seminar will be offered between module 2 and 3.*

## **Module 3 – Process management**

Team management

Teams are often considered the answer to solving organizational problems, but it's a leadership challenge to make a group of people cooperate and achieve good results.

Relationship management, development of social competence and an insight into group dynamics and creative problem-solving are necessary competence elements.

Process management

Process management entails contributing to joint development and learning through constructive sub-processes, it's important to be a role model, give examples and offer own competence as expert and human being – to support, listen, answer, encourage, correct, show, explain, be accessible and set limits. Process management also includes organising and structuring situations and innovative measures which enable learning also in a general perspective.

It involves initiation and implementation of creative processes as well as evaluation and reporting of processes afterwards.

Other central elements in this context include conflicts and conflict management, negotiation techniques and communication.

## **Module 4 – Value management, future requirements of management, project management**

Identity and value-oriented leadership involves activating the organization's value base and refining opportunities for distinctive competence and communication. This entails visualisation through creative design processes and continual openness and willingness to discuss and be conscious of the paradoxes of the value base, as well as the courage to bring up and deal with ethical dilemmas. It also involves consciousness of identity, user perception of profile and innovative work.

The project work form is increasingly central in most organizations for solving internal development processes and in particular to manage complex solution processes for customers and collaborators. An introduction and training in this work form is regarded as a vital tool for handling complex problems. Distance management will also be covered in this context.

## **Module 5 – Board and board management and the road ahead**

The board of directors is a vital management function in SMEs and will be increasingly important. Understanding the role of the board, the interaction between the management and the board and the use of the board as a development and leadership resource for the company will be central in this module.

One challenge is to be able to control the interfaces and to understand the importance of power. Most companies will experience a crisis in some context or another. Understanding and handling crises both in relation to the board and to the management will be covered by this topic, and also involves a focus on the company's reputation and problems relating to the company's reputation.

The future will provide us with new ways of organising enterprises, in particular in the globalised community. This will strengthen the need for good leadership processes.

In addition, a summary and evaluation, with active processes related to further development of the participants, their companies, networks, etc. will be given much attention, in order to prepare for and create commitment for further work and development.

## **Computer-based tools**

Participants must be able to use word processing, spread sheets and presentation programs.

## **Learning process and workload**

Management science is a complex discipline and the learning is based to a large extent on expert experience and the individual

ability to reflect on management situations that arise.

Management science is a discipline that one is probably never fully qualified in and hence much of the learning must be linked to personal development of new learning and understanding in the everyday experience as manager.

A manager's challenges are complex, situational and very varied. There are no set answers or ready remedy for good management and how to perform good management. It is through an understanding of the complexity and many-sided challenges of the management concept that good management is developed in the individual. The programme consists of five 2-day modules.

Participation in class	80 hours
Preparations for class/reading syllabus	160 hours
Writing term paper	80 hours
Doing assignments	30 hours
Self-tuition and study groups	50 hours

<b>Use of resources</b>	<b>Classroom</b>	<b>Local</b>	<b>Total</b>
Lectures	60		60
Group tutorials	4	10	14
Feedback on assignments		6	6
Plenary feedback	4		4
Student presentations	6		6
Resource frame			90

### **Examination**

The examination is a term paper that must be related to the student's own company and/or own management and management challenges. The term paper is to written individually or in groups of up to three persons. While working on the term paper the students have to hand in assignments that will be examined by the lecturer.

### **Examination code(s)**

BIN 28021 Term paper which accounts for 100% of the grade in the course BIN 2802, 15 ECTS credits.

### **Examination support materials**

All written materials

### **Re-sit examination**

At the next regular exam in the course.

### **Additional information**