



## PRIORITIES FOR EXECUTIVE DEVELOPMENT IN PORTUGAL

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### Abstract

Based on a survey of 206 Portuguese managers enrolled in training courses in the Instituto Superior de Gestão during the 1999-2000 academic year, this article aims at establishing priorities for executive development in this country by detecting the lacks of knowledge of those managers.

The article explores the importance given by the managers to four areas of a manager's role (strategic vision, management tools, managerial skills and emotional capacities) and to several factors used to improve a company's performance. It also addresses the degree of knowledge/skill the managers interviewed think they have in relation to those areas and factors. Finally, the assessment of different learning methods frequently used on management training programmes is also addressed.

The results obtained showed that Portuguese managers are in urge for training in strategic and market-related areas. Leadership and decision-making skills should also be trained. When designing and implementing training programmes in these subjects, it should be taken into account that Portuguese managers prefer participated and realistic learning techniques.

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### 1. INTRODUCTION

The emergence of the informational society, characterised by great changes in the technological, economic, sociological and cultural context, has led to a new paradigm which calls for serious transformations in business organisations and thus in management styles and techniques (see Castells, 1996). Within this paradigm, only flexible, non-hierarchical organisations have prospects for success. They are supported by flat structures where middle management layers are removed and the requirement to respond strategically is transferred to people lower down the organisation.

In addition, in an age of customer focus and total quality, organisations are thought as inverted pyramids where managers assist employees rather than com-

mand servile staff. Improved education, more social equality and the growth of empowered employees, who have a much greater involvement in a company, have had an important effect on the role of managers. They can no longer command through authority; they must persuade through interpersonal skills in order to earn employees' respect and win their co-operation.

All these changes call for a new managerial approach (see Drucker, 1999) for which managers must be thoroughly trained and developed to become able to make use of new management tools as well as to acquire new managerial skills. Furthermore, the speed up of the obsolescence of professional knowledge and skills and consequently of training requirements demand the continuous acquisition of new knowledge and skills necessary for competitiveness and the non-exclusion from the labour market.

Continuous vocational education and training, that is, the permanent process of acquisition and development of knowledge, skills and attitudes, has been found as an answer to meet the learning needs of both organisations and individuals. Thus, managers should be continuously involved in the updating of their managerial knowledge and routines.

Given the importance of adequate managerial practices for the firms' success in the current business context, this article is an attempt to shed some light on the Portuguese managers' needs to acquire and develop the managerial competencies required to efficiently managing their organisations. The article presents the results of a survey of 206 Portuguese managers enrolled in training courses in the Instituto Superior de Gestão. The main objective is to establish priorities for executive development by detecting the managers' weak points. The article is structured accordingly.

Section 2 presents the methodology applied to the survey. Section 3 focuses on the characteristics of the interviewees as well as of the firms where they work. Section 4 presents the main results obtained on the analysis carried out and some suggested actions to match the offer of training programmes with the demand for strategic vision, new managerial skills, new management tools and emotional capacities. This section also analyses the importance and the knowledge of several factors used to improve the companies' overall performance, as well as the trainees' preferences in terms of teaching/learning techniques. Finally, section 5 presents a summary of the main results obtained and draws some conclusions.

This article may be of help for the training providers in updating their management programmes or in the definition of new ones for their offer to match up to the market demand.

The results presented in this article are part of a larger survey under a Leonardo da Vinci Project entitled "Priorities for Executive Development". It was jointly carried out by the Instituto de Empresa (Spain), the Instituto Superior de Gestão (Portugal), the ESC Pau and the ESC Toulouse (France), and the Anglia Polytechnic University and the Middlessex University (England).

## 2. METHODOLOGY

### 2.1. Target Population and Sample

The population under analysis was defined by the application of the two following criteria:

- i. Respondents should hold a managerial position. This criterion warrants that all respondents have managerial duties (any kind of managerial duty and at any management layer).
- ii. Respondents should be attending a post-graduate / post experience training course. In addition to attendants to more formal programmes, within this criterion we might include those attending short courses for practising managers and in-company executive training programmes. This criterion warrants that respondents are aware of the need for improving their stock of managerial knowledge, otherwise they would not have made the decision of enrolling themselves in a training programme.

Thus, by applying both criteria, our target audience will consist of managers with an explicit, proven need for further managerial knowledge.

As the usual time and resources constraints also applied to this research, we selected, on a convenience sampling basis, the students enrolled in courses taught at the Instituto Superior de Gestão, in Lisbon. This means that, by definition, our sample is not representative; thus, during our analysis, when we refer to Portuguese managers it should be understood that we are just referring to the results obtained from the interviewees involved in our study, and not to all the Portuguese managers.

321 managers enrolled in ISG's training courses were approached. 114 were attending training courses and 207 post-graduation courses. 65% of them filled the questionnaire out. Thus, we got a sample of 209 individuals, 70 enrolled in training courses and 139 in post-graduation ones (see Table 1).

After getting the questionnaires filled, three of them were not included into the final sample since they did not provide us with most of the information required. Thus, the final sample used into our analysis consists of 206 individuals.

### 2.2. Data-Collection Instrument

The instrument used for collecting data was a personally-administered questionnaire. It consisted of 21 questions structured into five blocks. These blocks are as follows:

TABLE 1

Population and sample

	PROGRAMME	N. STUDENTS (1)	N. RESPONDENTS (2)	(%) (2)/(1)
TRAINING COURSES	Marketing Techniques	20	10	50
	Production and Operations Techniques	40	28	70
	Financial and Accounting Techniques	20	11	55
	Marketing for Executives	14	7	50
	Analysis and Evaluation of Investment Projects	20	14	70
POST-GRADUATION COURSES	Management of Human Resources	34	26	76
	Marketing	70	46	66
	Financial Management	25	14	56
	Law counselling of the firm	17	16	94
	Taxes	61	37	61
TOTAL		321	209	65

- i. Questions related to the different aspects of four areas that are part of the role of a manager. These areas are strategic vision, managerial skills, management tools, and emotional capacities. Concerning the aspects included within each one of these areas, respondents were asked to give two pieces of information. On the one hand, respondents ranked each area's aspects from the most important to the least important and, on the other hand, they reported their personal assessment of their degree of knowledge of those aspects (using a scale from 0, "no knowledge at all", to 10, "detailed knowledge"). The first set of data allowed us to establish a list of priorities concerning the aspects under consideration, and the second set allowed us to perceive what respondents know.
- ii. Questions related to the factors that can serve to enhance the companies' performance. Similarly to the previous block, respondents were asked to rank different factors from the most important to the least important, and to inform us how well they felt they were prepared to deal with each factor (using a scale from 0 "not prepared at all", to 10 "fully prepared"). The first set of data allowed us to establish a list of priorities concerning the factors considered determinant to the firms' performance, and the second set allowed us to understand to what extent respondents felt equipped to carry those factors into effect.
- iii. Questions related to the teaching methods that are frequently used in management training programmes. Respondents were asked to rank a list of teaching methods according to their contribution to the learning process, from the most useful to the least useful. These data allowed us

to establish a ranking of teaching methods taking into account their learning usefulness.

- iv. *Questions related to the respondents' characteristics.* This set of questions helped us to characterise the sample of respondents according to their age, gender, academic qualifications, and position held within their firms.
- v. *Questions related to the respondents' firms' characteristics.* The questions included in this block helped us to obtain data about the size and ownership of the respondents' firms.

The questionnaire was administered during two separate time periods. The first round was carried out from January to March of 1999. At that time, we approached 179 students and got 112 answers (63%). During the second period, from October to November of the same year, we approached 142 students and got 97 answers (68%).

Those periods were chosen because they coincided with the starting date of the educational programmes on which the interviewees were enrolled. It was important to get the respondents' answers during the earliest stage of the programmes in order to avoid they became biased by the knowledge obtained during the course.

### 3. CHARACTERISTICS OF THE SAMPLE

We already mentioned that all participants were Portuguese managers who had enrolled on training courses. Now, this section aims at getting a deeper understanding of the characteristics of these individuals and, hence, to build up their profile.

Firstly, we analyse the characteristics of the participants and then the characteristics of the companies they work for. Thus, we shall analyse two sets of variables. The first block covers the interviewee characteristics (age, gender, qualifications and position held). The second block deals with some characteristics of their companies (size and ownership).

#### 3.1. Characteristics of the Interviewees

The average age of the managers who took part in the study was 30 years old. Thus, we are talking about young managers.

An analysis by gender shows that, out of 206 participants, 114 were male (55.3%) and 92 were female (44.7%).

Regarding the participants' academic qualifications, we found that the majority of the respondents (80.3%) held a university degree (see Table 2). This

result is explained by the fact that to hold a university degree is an admission requirement of many courses included into the sample.

TABLE 2

Academic qualifications of interviewees

QUALIFICATIONS	N	%
Technical degree	20	9.6
University degree	167	80.3
MBA	1	0.5
Master degree	10	4.8
Ph.D. degree	-	0.0
Other	10	4.8
<b>TOTAL</b>	<b>208*</b>	<b>100.0</b>
* Totals are higher than sample size because some respondents reported more than one degree.		
SOURCE: Survey		

Regarding the positions held by the interviewees, as we can see in Table 3, the majority of them held some kind of managerial post (83.8% out of the 179 participants who provided us with this piece of information). The survey also revealed the existence of a group of individuals not holding managerial positions, though they did have managerial duties. This group consisted of consultants, lawyers, and/or accountants.

TABLE 3

Positions held by interviewees

POSITIONS HELD	N	%
Top manager	15	8.4
Middle manager	51	28.5
Direct manager	60	33.5
Assistant manager	24	13.4
Consultant	10	5.6
Accountant	1	0.6
Lawyer	12	6.7
Other	6	3.3
<b>TOTAL</b>	<b>179</b>	<b>100.0</b>
SOURCE: Survey		

Most interviewees were direct managers (33.5%), which is probably explained by the participants' age. It is noticeable the low participation of top managers (8.4%). The latter was also found in previous studies (see, for instance, Linder, 2000).

Summing up, the typical Portuguese interviewee is a 30 year old, male, direct manager with a university degree.

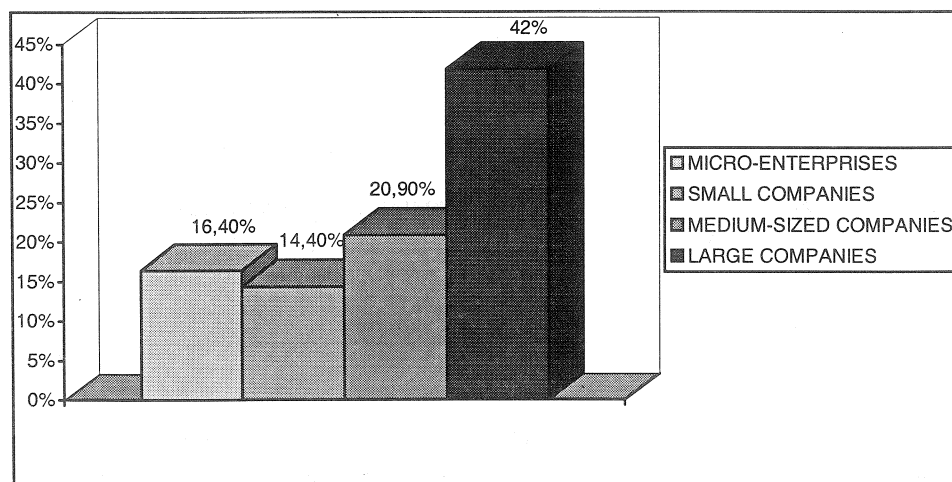
### 3.2. Characteristics of the Interviewees' Firms

Taking into account their turnover, the companies' size was divided into four groups: Micro-enterprises, with less than 1.5 million Euro turnover; Small companies, with a turnover up to 7 million Euro; Medium-sized companies, with a turnover up to 40 million Euro; and Large companies, with a turnover over 40 million Euro.

The majority of companies fall into the large companies category (42%), whilst the lowest figure is for the small-companies (14.4%) (see Figure 1).

FIGURE 1

Firms' size



The ownership of the companies was also analysed. The result shows that 56.7% consisted of independent firms, while the remaining 38.3% consisted of companies owned by another company.

To sum up, Portuguese sample mostly consists of managers working in large, independent companies.

## 4. RESULTS

In this section, we will present the results of our analysis. The purpose of this analysis was to examine the importance of, and the knowledge about, the differ-

ent aspects involved in the study. We analysed how interviewees rate the various aspects of a manager's role and which areas the participants felt they were best equipped to deal with. We performed the same analysis concerning the different aspects which can be used to improve the companies' performance. Finally, we analysed different learning methods and the preferences of the interviewees about them.

#### 4.1. Aspects of a Manager's Role

We will begin by analysing the importance attached to the four general areas of a manager's role which were under study (strategic vision, managerial skills, management tools, and emotional capacities).

In general, the interviewees thought that "strategic vision" was the most important area (within a scale from 1 to 4 it was rated 3.4), followed by "managerial skills" (rated 2.69) and "management tools" (2.45). They placed the lowest importance on "emotional capacities" (1.46) (see Table 4).

TABLE 4

Importance of, and knowledge about, the areas of a manager's role

AREAS	IMPORTANCE	KNOWLEDGE
Strategic vision	3.40	5.61
Managerial skills	2.69	6.20
Management tools	2.45	5.29
Emotional capacities	1.46	6.25

SOURCE: Survey

Regarding the knowledge and skills in relation to the four areas of the role of a manager, we found that all areas were given above 5 points, within a scale from 0 (no knowledge/skills at all) to 10 (detailed knowledge/skills). "Emotional capacities" and "managerial skills" received the highest marks (6.25 and 6.20, respectively). The knowledge about "strategic vision" was marked 5.61 while the mastery of "management tools" received the lowest score (5.29) (see Table 4).

We found two important asymmetries when comparing the importance and the knowledge attached to the areas under study. "Emotional capacities" was the area considered least important; however, it was at the top of the ranking in terms of knowledge interviewees have about it. This could mean that interviewees have accumulated knowledge in an area which they do not consider important. Conversely, while "strategic vision" was the area mostly reported as the first priority in terms of its importance, the knowledge about this area was ranked at the bottom positions. Thus, if "strategic vision" is so important and there seems to have a lack

of knowledge about it, the introduction of this subject into the management training courses should be recommended.

We will now move on to analyse in-depth the results by area.

#### *4.1.1. Strategic Vision*

Regarding strategic vision, we analysed the importance of, and knowledge about, four aspects: “market globalisation”, “focussing on customers’ needs”, “total quality management”, and “improving business processes”.

We found that “focussing on customers’ needs” was considered the most important aspect of strategic vision, scoring 3.39 points (within a scale from 1 to 4), followed by “market globalisation”, scoring 2.32, and “total quality management” with 2.31. “Improving business processes” was considered the least important aspect of strategic vision, scoring only 2 points (see Table 5).

Concerning the knowledge Portuguese managers have regarding the strategic vision aspects we found that, they felt most confident about “focussing on customers’ needs” (6.71 points). This result is totally coherent with the importance attached to this aspect. On the other hand, respondents felt least confident about “market globalisation” (5.57), which was reported as the second most important aspect of strategic vision (see Table 5). Therefore, if “market globalisation” is so important and there seems to have a lack of knowledge about it, the introduction of this subject into the management training courses should be recommended.

#### *4.1.2. Managerial Skills*

Nine managerial skills were explored. We found that, within a scale from 1 to 9, “leadership” (6.79) and “strategic thinking” (6.43) were the most important skills. “Decision-making” skills were rated 5.69, followed by “communication” (5.22), “motivation” (5.00), and “teamwork” (4.79). “Negotiation” (3.81), “change management” (3.80) and “crisis management” (3.61) were the least valued skills (see Table 5).

An analysis of the knowledge about the 9 managerial skills yielded the following results: respondents felt most confident about their “motivation” abilities (7.92), followed by their “teamwork” (7.50), “communication” (7.32), “crisis management” (6.77), “negotiation” and “decision-making” (both 6.63), “leadership” (6.61), and “strategic thinking” abilities (6.50). “Change management” was the skill the respondents felt least confident about (6.41) (see Table 5). These results confirm the poor knowledge reported about the “strategic vision” area.

Comparing importance and knowledge, we see important imbalances. Respondents attached high importance to “leadership”, “strategic thinking”, and “decision-making” skills, but they recorded themselves as poorly equipped with

these skills. This clearly means that Portuguese teaching institutions should reinforce the training of “leadership”, “strategic thinking”, and “decision-making” techniques.

TABLE 5

## Importance of, and knowledge about, the aspects of a manager's role

AREAS	ASPECTS	IMPORTANCE	KNOWLEDGE
STRATEGIC VISION	Focussing on customers' needs	3.39	6.71
	Market globalisation	2.32	5.57
	Total quality management	2.31	6.17
	Improving business processes	2.00	6.51
MANAGERIAL SKILLS	Leadership	6.79	6.61
	Strategic thinking	6.43	6.50
	Decision-making	5.69	6.63
	Communication	5.22	7.32
	Motivation	5.00	7.92
	Teamwork	4.79	7.50
	Negotiation	3.81	6.63
	Change management	3.80	6.41
MANAGEMENT TOOLS	Crisis management	3.61	6.77
	Strategic management	9.04	5.45
	Marketing	6.42	5.57
	Human resources management	5.89	5.86
	Analysis of the macroeconomic environment	5.79	5.28
	Organisational behaviour	5.33	5.87
	Information systems and technologies	5.17	5.83
	Operations management	4.92	5.38
	Decision-making	4.44	5.51
	Finance for managers	4.23	4.88
EMOTIONAL CAPACITIES	Accounting and control	3.95	5.19
	Self-motivation	3.51	7.45
	Self-control	2.92	6.90
	Self-awareness	2.77	7.47
	Capacity to deal with other peoples' emotions	3.03	7.20
	Empathy	2.79	7.18

SOURCE: Survey

## 4.1.3. Management Tools

Both the importance of, and the knowledge about, ten management tools were examined.

“Strategic management” was the most important tool for Portuguese respondents, who gave it marks in excess of 9 points, within a scale from 1 to 10. Portuguese interviewees also placed great importance on “marketing” (6.42). “Human resources management” was reported as the third priority, scoring 5.89 points,

followed by “analysis of the macroeconomic environment” (5.79), “organisational behaviour” (5.33), and “information systems and technologies” (5.17). “Operations management”, “decision-making”, “finance for managers”, and “accountancy and control” were scored poorly. Table 5 shows the results.

Portuguese managers felt they had the biggest amount of knowledge on “organisational behaviour” and “human resources management” tools (5.87 and 5.86 points, respectively). Followed by “information systems and technologies” (5.83), “marketing” (5.57), “decision-making” (5.51), “strategic management” (5.45), “operations management” (5.38), “analysis of the macroeconomic environment” (5.28), and “accountancy and control” (5.19). “Finance for managers” (4.88) is the tool in which Portuguese respondents declared themselves worst equipped (see Table 5).

Comparing importance and knowledge reported for the mastery of management tools, we found some asymmetries. The main imbalance between importance and knowledge is related to the “strategic management” tool. Respondents reported it as the most important tool, but we did not find an equivalent amount of knowledge about it. This certainly means that interviewees are in need for knowledge about this tool. In other words, training institutions have an opportunity to offer training programmes within the “strategic management” area.

Respondents also show an important disparity between the importance given to the “marketing” tool and the knowledge about it, meaning that Portuguese institutions should consider reinforcing this area in their training programmes.

#### 4.1.4. Emotional Capacities

Finally, we will present the results related to managers’ emotional capacities. We analysed three personal capacities, “self-motivation”, “self-awareness”, and “self-control”, and two social capacities, “empathy” i.e., ability to perceive other people’s feelings, and “capacity to deal with other people’s emotions”.

Within a scale from 1 to 5, respondents thought “self-motivation” (3.51 points) and the “capacity to deal with other people’s emotions” (3.03) were the most important emotional abilities overall. “Self-control” was scored 2.92 points, followed by “empathy” (2.79). “Self-awareness” (2.77) was reported as the least important emotional capacity (see Table 5).

Concerning the knowledge about the five emotional capacities under analysis, the interviewees felt most confident about their “self-awareness” abilities (7.47 points), followed by “self-motivation” (7.45), “capacity to deal with other people’s emotions” (7.20), and “empathy” (7.18). “Self-control” was the area the group felt least confident about (6.90) (see Table 5).

These results mean that respondents attached slightly more importance to personal capacities (3.07 on average) than to social capacities (2.91). Similarly,

they showed to have slightly more knowledge about to personal capacities (7.27 on average) than to social capacities (7.19).

Although respondents reported themselves best equipped with “self-awareness” capacity, they gave the lowest importance to it. This is the only imbalance we found between the importance and the knowledge related to the emotional capacities of a manager, meaning that Portuguese managers do not seem to need training in this area.

#### 4.2. Factors to Improve Company Performance

Among the eight factors to improve companies’ performance analysed, ranked from 1 to 8, the interviewees placed “strategic vision” (6.27 points) and “systems vision” i.e., the ability to see problems on an integrated basis, (5.72) at the top of their list. They were followed by “effective team management” (5.15), “effective decision-making process” (4.44), “integration of information technologies into the firm” (4.31). “Effective change management” (3.99), “total quality management” (3.98), and “incorporating ethical issues into the company” (2.48) were the least important factors across the board (see Table 6).

Turning now to the knowledge about the factors which help to improve company performance, the figures revealed that respondents felt most confident about their “effective team management” abilities (6.92 points), followed by “systems vision” (6.59). “Integration of information technologies into the firm” appears in third place (6.36), followed by “incorporating ethical issues into the company” and “strategic vision”, both marked 6.31, and “effective decision-making process” and “effective change management”, both scoring 6.29. “Total quality management” was the factor which the group felt least confident about (5.97) (see Table 6).

TABLE 6

Importance of, and knowledge about, the factors to improve company performance

FACTORS TO IMPROVE COMPANY PERFORMANCE	IMPORTANCE	KNOWLEDGE
Strategic vision	6.27	6.31
Systems vision	5.72	6.59
Effective team management	5.15	6.92
Effective decision-making process	4.44	6.29
Integration of information technologies into the firm	4.31	6.36
Effective change management	3.99	6.29
Total quality management	3.98	5.97
Incorporating ethical issues into the company	2.48	6.31
SOURCE: Survey		

In conclusion, Portuguese respondents felt that “strategic vision”, “systems vision”, and “effective team management” were the key factors to improving companies’ productivity. However, the knowledge they reported about “strategic vision” does not match the importance attached to this factor. This means that most probably Portuguese managers will demand training programmes in this area.

### 4.3. Learning Techniques

In order to uncover respondents’ preferences in terms of teaching methods, six learning techniques were ranked by them.

Discussion of “case studies” was the most popular learning technique, scoring 5.56 points (within a scale from 1 to 6), followed by the development of a “project throughout the course” (5.13), and “role-playing” exercises (4.22). “Research projects” were ranked 4.01 points, and “business simulations using computers” 3.22. “Lectures” was clearly the least preferred technique (2.27) (see Table 7).

TABLE 7

Preferences of learning techniques

Case studies	5.56
Project throughout the course	5.13
Role-playing	4.22
Research projects	4.01
Business simulations using computers	3.22
Lectures	2.27
SOURCE: Survey	

This results show that Portuguese managers prefer realistic, participated teaching/learning methods such as discussion of case studies, development of projects throughout the course, and role-playing exercises to more traditional, passive techniques such as lectures.

## 5. SUMMARY AND CONCLUSIONS

We have comparatively analysed both the importance of, and knowledge about, different areas of the managerial activity taking into account the opinions of a group of managers located in Lisbon.

These managers’ profile is a 30 years old, male, direct manager with a university degree and working in a large company not owned by another company.

Within the four areas of a manager's role, they placed the highest importance on "strategic vision" followed by "managerial skills". However, they did not report an equivalent amount of knowledge about **strategic vision**.

When different aspects of strategic vision were analysed, we found that "focussing on customers' needs" and "market globalisation" were considered the most important. Although the knowledge about the former is coherent with the importance attached to it, respondents did not feel confident enough about **market globalisation**.

Regarding the managerial skills, we also disclosed important imbalances. Respondents attached the highest importance to **leadership, strategic thinking, and decision-making** skills, but they recorded themselves as poorly equipped with these skills.

Concerning the importance and mastery of management tools, we found some important asymmetries; being the main imbalance that related to the strategic management tool. Respondents reported it as the most important tool, but we did not find an equivalent amount of knowledge about it. To a lesser extent, respondents also showed an imbalance between the importance given to the marketing tool and the knowledge about it.

We found that respondents seem to be quite well equipped in terms of their emotional capacities, meaning that they do not seem to need extra training in this area.

Finally, when we analysed the factors which contribute to enhance company's performance we, once again, saw that respondents need to improve their **strategic vision**.

The results obtained let us conclude that Portuguese managers are in urgent need for training in strategic and market-related areas. They showed an important deficit of both strategic vision and knowledge related to market globalisation. When management tools and managerial skills were analysed, these results were confirmed by the lack of knowledge about strategic management and marketing tools and by the lack of strategic thinking skills. Respondents also reported a lack of strategic vision when asked about the factors to improve company's performance. Leadership and decision-making skills should also be trained.

Hence, these subject matters should be a priority for the executive development in Portugal.

When designing and implementing training programmes in those subjects, it should be taken into account that Portuguese managers prefer participated and realistic learning techniques, such as discussion of case studies, the development of a project throughout the course, and role-playing exercises.

The summary of the results obtained is shown in Table 8.

TABLE 8

Priorities in terms of the importance given to, and amount of knowledge about, the aspects of a manager's role

	IMPORTANCE	KNOWLEDGE
AREAS	1. Strategic vision 2. Managerial skills	1. Emotional capacities 2. Managerial skills
Strategic vision	1. Focussing on customers' needs 2. Market globalisation	1. Focussing on customers' needs 2. Improving business processes
Managerial skills	1. Leadership 2. Strategic thinking 3. Decision-making	1. Motivation 2. Teamwork 3. Communication
Management tools	1. Strategic management 2. Marketing 3. Human resources management	1. Organisational behaviour 2. Human resources management 3. Information systems and technologies
Emotional capacities	1. Self-motivation 2. Capacity to deal with other people's emotions	1. Self-awareness 2. Self-motivation
FACTORS TO IMPROVE COMPANY PERFORMANCE	1. Strategic vision 2. Systems vision 3. Effective team management	1. Effective team management 2. Systems vision

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