

## GENERAL INFORMATION

<b>Course Information</b>	
<b>Name</b>	<b>HHRR Management</b>
<b>Code</b>	<b>MDIPI</b>
<b>Degree</b>	<b>Master International Project Management</b>
<b>Year</b>	<b>1st</b>
<b>Semester</b>	<b>1st Fall</b>
<b>ECTS credits</b>	<b>2.5 ECTS</b>
<b>Type</b>	<b>Basic</b>
<b>Department</b>	<b>Industrial Management</b>
<b>Area</b>	<b>Professional and ethical skills</b>
<b>Instructors</b>	<b>Shiva Roofeh; Cristina Domínguez</b>
<b>Instructor Part 1</b>	
<b>Name</b>	<b>Shiva Roofeh</b>
<b>Department</b>	<b>Industrial Management</b>
<b>Area</b>	<b>Professional and ethical skills</b>
<b>SUBJECT</b>	<b>CULTURALINTELLIGENCE 1.6 ECTS</b>
<b>e-mail</b>	<b>cdominguez@comillas.edu</b>
<b>Office hours</b>	<b>Arrange an appointment by email</b>
<b>Instructor Part 2</b>	
<b>Name</b>	<b>Cristina Domínguez</b>
<b>Department</b>	<b>Industrial Management</b>
<b>Area</b>	<b>Professional and ethical skills</b>
<b>SUBJECT</b>	<b>Leadership and Change Management 0.9 ECTS</b>
<b>e-mail</b>	<b>cdominguez@comillas.edu</b>
<b>Office hours</b>	<b>Arrange an appointment by email</b>

## PART 1. CULTURAL INTELLIGENCE

### DETAILED INFORMATION

#### COURSE OBJECTIVE

Course Objective: To help participants gain the knowledge, insights and skills to work effectively across cultures both as projects leaders and team members.

Learning goals:

By the end of this course students will be able to..

- Know the key concepts in multicultural management and how to identify them on an individual level
- Understand how your culture affects your personal leadership, communication, concept of time and relationship building style.
- Apply practical management strategies to address and prevent cross-cultural misunderstanding

#### COURSE REFERENCE

There is no required reading. The collective power of your brains and personal experiences is enough.

However, the following authors will allow you deeper insight into the concepts and strategies discussed and applied in class. We will also use videos and articles from these authors.

Hofstede, Geert H., and Gert Jan. Hofstede. *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill, 2005. Print.

Livermore, David A. *Leading with Cultural Intelligence the Real Secret to Success*. New York, NY: American Management Association, 2015. Print.

Meyer, Erin. *The Culture Map; Decoding How People Think, Lead, And Get Things Done Across Cultures*. New York: PublicAffairs, 2015. Print.

Trompenaars, Fons., and Hampden-Turner, Charles. *Riding the Wave of Culture: Understanding Diversity in Global Business*. New York: McGraw-Hill Education, 2012. Print.

## CONTENTS

<b>THEORY</b>
<b>Chapter 1: UNDERSTANDING CULTURE</b>
<ul style="list-style-type: none"> <li>1.1 Understanding CQ</li> <li>1.2 What is culture?</li> <li>1.3 Cultural groups</li> <li>1.4 Layers of culture</li> <li>1.5 Cultural relativity</li> </ul>
<b>Chapter 2: HOW NOT TO FUCK UP</b>
<ul style="list-style-type: none"> <li>2.1 Mindset: assume positive intent</li> <li>2.2 80/20: cause and effect audit</li> </ul>
<b>Chapter 3: IT´S ALL IN YOUR HEAD</b>
<ul style="list-style-type: none"> <li>3.1 It's All in Your Head</li> <li>3.2 Inferences + ladder of inference</li> <li>3.3 Assumptions + 5 whys</li> <li>3.4</li> </ul>
<b>Chapter 4: IT´S ALL IN YOUR HEAD</b>
<ul style="list-style-type: none"> <li>4.1 Reading between the lines: Cross cultural communication</li> <li>4.2 Who am I and how do others see me? Identity, relationships and trust</li> <li>4.3 Taking control (or not): Leadership, teams and accountability</li> <li>4.4 Ten o'clock isn't ten o'clock in Brazil: Time and scheduling</li> <li>4.5 All Muslims are terrorists: Persuasion and logic</li> <li>4.6 Let's Change the Future.. Tomorrow: Change management</li> </ul>

## TEACHING METHODOLOGY

### GRADING

The best way of gaining a full understanding of this subject consists of showing and having real experiences on this topic.

Since this course depends heavily on your collective experiences, sharing and participating are major factors in your final grade. You can easily pay someone to write your final paper. You cannot pay someone to come to class and participate in your name.

- 60% In class group dynamics: asks questions; offers answers; actively participates in all in class activities; demonstrates, through thoughtful participation, that they have done any homework assigned
- 10% Homework: completes any assigned work on time and completely using original thought and original work.
- 30% Final project: TBA

### METHODOLOGY

Active learning is the foundation of this course with a strong emphasis on the active part. This means participants will be talking, arguing, moving around and creating in every session. The aim is for the classes to be as interactive as possible while taking advantage of the participants' diversity and respecting different comfort levels of open participation. To accomplish this you will work in small groups during the class to answer questions, discuss and create strategies, work on case studies or do activities. Each group will spend some time working together then share their results, as a group, with the class. I'll assign the groups and change them regularly. Comfort kills creativity.

The initial sessions will be pure workshop style with a mix of seminar style. Once we start with cultural codes most sessions will follow the same pattern: explore a topic, connect the topic back to your personal and professional experience, define indicators for the specific cross cultural code being discussed, discuss potential conflicts that can arise due to cross cultural differences then develop different strategies to manage and reconcile those potential conflicts.

## 2. Leadership and Change Management

### DETAILED INFORMATION

#### Contextualization of the course

##### Contribution to the professional profile of the degree

Leadership and change management will equip students with skills and knowledge to manage people and teams in the professional environment. Today companies and organizations are changing very fast and need people to lead all these changes, establishing a positive work environment.

At the end of the course, students will be able to:

- Identify situations in the professional environment that can lead to changes and learn how to control their impact.
- Evaluate risks and opportunities when a change is being implemented inside a complex organization.
- Develop an action plan to minimize the risks in unforeseen situations.
- Manage people effectively in your teams to develop them to their peaks. To know the importance of helping employees & organization understand the impact of their contributions.
- Learn how to develop employees at varying performance levels. Know how to deal with extreme performance situations to seek to be the best team.
- Discuss the importance of planning your own career. Describe the experiences, skills and knowledge that facilitate fulfilling career visions and goals.

##### Prerequisites

There are no prerequisites to attend this course.

## CONTENTS

### THEORY

#### Chapter 1: PERSONAL CHANGE: Leading your professional career

- 1.1. Leading yourself
- 1.2. Planning your professional career
- 1.3. Updating your development plan
- 1.4. Recruiting and selection processes. Tips for interviews

#### Chapter 2: CHANGE Management: Paradigm Shift

- 3.1 Paradigm shifts in the corporate world
- 3.2 Corporate Culture vs. Strategy
- 3.3 Roles and responsibilities in a Process CHANGE
- 3.4 Theories about how to “do” change (Kuhn, Kotter, Lewin)
- 3.5 Stages of change

#### Chapter 3: LEADERSHIP: Transformation of Leadership

- 3.1 The role of the leader. Different leadership styles
- 3.2 Create your desire employ environment. Look for your best collaborators.
- 3.3 Coaching and feedback

## TEACHING METHODOLOGY

### General methodological aspects

#### In-class activities

The best way of gaining a full understanding of this subject consists of showing and having real experiences on this topic.

The methodology used will be:

1. **Introduction** of fundamental concepts
2. **Exposition of the concepts**, going through experienced examples to support the explanation
3. **Practical recommendations**. Active participation will be encouraged by raising open questions to foster discussion
4. **Illustration of the concepts through:**
  - Analysis of real cases or companies
  - Making decisions about fictitious situations exposed ad hoc
  - Analysis of our own style
  - Discussion of selected videos
5. **Recap** the key concepts and summarize the main conclusions

#### Out-of-class activities

Personal study of the course material, including proposed articles and books.  
Development of a final project in small groups.

## GRADING AND COURSE RULES

Assessment activities	Grading criteria	Weight
Team work	Clarity and quality of solutions proposed for an open case for Organizational change. Sufficiency of the analysis presented for the proposed change, using the concepts studied in the theoretical sessions. Oral presentation- Half of the qualification Content- Half of the qualification	<b>40%</b>
TEST	Application of these concepts to answer test questions after reading a case	<b>30%</b>
Participation	Class participation and motivation showed by the students when we discuss situations and concepts during the sessions. Proactive attitude and interest will be highly appreciated.	<b>30%</b>
Course rules		
<p>Class attendance is mandatory according to Article 93 of the General Regulations (Reglamento General) of Comillas Pontifical University and Article 6 of the Academic Rules (Normas Académicas) of the ICAI School of Engineering. Not complying with this requirement may have the following consequences:</p> <ul style="list-style-type: none"> <li>- Students who fail to attend more than 15% of the lectures may be denied the right to take the final exam during the regular assessment period.</li> </ul>		

## BIBLIOGRAPHY

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- John Kotter, *Our Iceberg is melting* (2013)
- K. Davis y J. Newstrom, *Organizational Behaviour: Human Behaviour at Work* (2010)
- S. P. Robbins and Timothy A. Judge, *Organizational Behaviour* (2009)
- Stephen R. Covey, *Seven Habits of Highly Effective People* (2004)
- Emilio Ronco & Eduard Llado, *Aprender a Gestionar el Cambio* (2000)
- Robert Conklin, *How to get People to do Things* (1993)
- Javier Uriz Urzainqui, *Homo Valens* (2005)
- Marshall J. Cook, *Effective Coaching* (2011)
- Eduardo Surdo, *La magia de trabajar en equipo* (1997)
- Daniel Dana, *Adiós a los conflictos* (2001)
- Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (1996)
- J.I. Velaz Rivas, *Motivos y Motivación en la Empresa* (1996)
- Alfons Cornellá, *Futuro Presente* (2006)
- Richard Sennett, *The Corrosion of Character, The Personal Consequences of Work In the New Capitalism*, Norton (1998)
- Richard Sennett, *The Culture of the New Capitalism*, Yale (2006)
- Thomas S. Kuhn, *The Structure of Scientific Revolutions* (1962)
- André Comté-Sponville, *Le capitalisme est-il moral?* (2004)
- Mihaly Csikszentmihalyi, *Flow: The Psychology of Optimal Experience* (1990)
- Juan Carlos Cubeiro, *La Sensación de Fluidez* (2001)