



TECHNICAL SHEET OF THE SUBJECT

| Data of the subject | |
|---------------------|--|
| Subject name | Leadership and Change |
| Subject code | E000010588 |
| Main program | Bachelor's Degree in Business Administration and Management |
| Involved programs | Grado en Análisis de Negocios/Business Analytics y Grado en Derecho [Fifth year] |
| Level | Reglada Grado Europeo |
| Quarter | Semestral |
| Credits | 3,0 ECTS |
| Type | Optativa (Grado) |
| Department | Departamento de Gestión Empresarial |
| Coordinator | Eduardo Gismera Tierno |
| Schedule | Consultar a tal efecto los horarios de los diferentes grupos en los que se imparte. |
| Office hours | Solicitar cita previa por email |
| Course overview | Realistic and practical approach of the students to the exercise of leadership in organizations. The focus is on the concept of leadership, the sources of power and influence, power vs. authority, and the keys to gaining authority are identified. The essential milestones in research and leadership models in the organization of the 21st century are also analyzed. Likewise, leadership development is addressed, including management skills assessment methodologies and leadership development methodologies in organizations (coaching and mentoring), as well as leadership applications: leadership for people management), leadership for development professional, motivational leadership. It includes training in management skills and behaviors aimed at leadership development: persuasion and influence on people in the organization, change management, direction and development of professional teams. |

| Teacher Information | |
|---------------------|--|
| Teacher | |
| Name | María del Pilar Pato Jiménez de Castro |
| Department | Departamento de Gestión Empresarial |
| Office | Alberto Aguilera 23 |
| E-Mail | ppato@icade.comillas.edu |
| Phone | |
| Teacher | |
| Name | Eduardo Gismera Tierno |
| Department | Departamento de Gestión Empresarial |
| E-Mail | egismera@icade.comillas.edu |

SPECIFIC DATA OF THE SUBJECT

| Contextualization of the subject |
|----------------------------------|
|----------------------------------|



Contribution to the professional profile of the degree

Our society is evolving fast, involved in increasingly digitized and sophisticated processes, where talent, innovation, integration of diversity, data analytics and continuous change are a pressing need. This reality demands better leadership, being the field of business management, to which our degree is aimed, a front edge in this socio-evolutionary process. The Leadership course complements technical and technological specific skills that the degree provides, with other cross-cutting nature, psychological and social skills, which are decisive for strategic decision-making processes in organizations. The current technological revolution requires specialists in the treatment and analysis of Big Data to take advantage of business opportunities. At the same time, understanding human behaviour and how to mobilize people becomes a highly valued skill that differentiates success in business management. In this context, the students will find in the subject a conceptual and instrumental basis for their future professional development, including their own emotional and interpersonal capacities, as well as those of their future collaborators.

Prerequisites

None. The fact that the subject is taught in latest years of the degree can help to strengthen and consolidate the vision of organizations gathered in the early years and the degree of applicability of its contents.

Competencies - Objectives

Competences

GENERALES

| | |
|-------------|--|
| CG04 | Capacidad de gestionar información proveniente de fuentes diversas |
| CG11 | Capacidad crítica y autocrítica |
| CG12 | Compromiso ético |
| CG17 | Capacidad de elaboración y transmisión de ideas, proyectos, informes, soluciones y problemas |

ESPECÍFICAS

| | |
|----------------|---|
| CE26 | Conectar la Ética y la RSE con elementos tales como la estrategia, el Marketing, la Dirección Financiera, la Gestión de Personas en la Organización, conociendo los principales problemas éticos y de responsabilidad social, y argumentando racionalmente sus propias opiniones y posturas |
| CEOPT01 | Comprender la influencia que el paradigma de la sostenibilidad global puede ejercer en el papel que las empresas desempeñan en la sociedad y en la forma en la que son administradas |

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

SECTION 1: CONCEPT OF LEADERSHIP

Unit 1. LEADERSHIP: ORIGIN AND EVOLUTION

1.1. Leadership evolutionary fundamentals

1.2. What is leadership and characteristics of leaders

1.3. Leading to influence: Power vs. Authority and sources of influence

Unit 2: THEORETICAL EVOLUTION: FROM TRAITS TO TRANSFORMATION

2.1 Theory of traits (1920-50)

2.2 Behavioral theories (1950-60)

2.3 Contingency/situational theories (1970-80)

2.4 Emergent theories (1980-90): transformational leadership, emotional leadership

Unit 3. LEADERSHIP, EMOTION & NEUROSCIENCE

3.1 The role of emotions in individual performance

3.2 Limbic system, autonomous nervous system and emotions: threat and wellbeing brain circuits

3.4 Emotional leadership, climate and organizational performance

SECTION 2: GENERAL AND SPECIFIC MODELS

Unit 4: SITUATIONAL LEADERSHIP

4.1 Personal and / or professional maturity

4.2 Task oriented leadership vs. relationship oriented leadership

4.3 Leadership styles and results

Unit 5: LEADERSHIP, MOTIVATION AND LEARNING

5.1 Clues to human motivation

5.2 ¿WHAT motivates people? Theories based on human needs

5.3 ¿HOW to motivate people? Theories based on the process of motivation

5.4 Learning and Development as motivational tools

SECTION 3: SOCIAL AND ORGANIZATIONAL PERSPECTIVES

Unit 6: CHANGE MANAGEMENT

6.1 Organizational Change: what it is and keys for implementation

6.2 Resistance to change: stages and intervention recommendations

6.3 Relevant theoretical models for change management

TEACHING METHODOLOGY

General methodological aspects of the subject



In-class Methodology: Activities

Expository lessons. Exhibition by which the teacher explains the basics, with the active and collaborative participation of students. It will include dynamic presentations and participation through various activities such as viewings of audiovisual materials or reading articles or relevant information. They rely on audiovisual media.

Exercises and resolution of cases and problems. Reading and resolution of cases necessary to implement in practice the acquired theoretical knowledge and promote the development of the understanding of theoretical models and their ability to discuss decisions. From a reading, case studies, self-diagnostic test of skill or ability, or any other material involving practical or theoretical application of the contents of the subject. Cases will be adapted to the subject matter to the greatest extent possible in order to train students in solving real problems and the acquisition of reflex reactions to unexpected situations and approaches.

Simulations, role play, group dynamics. Simulations, role plays and other group dynamics, are learning activities in which the student acts taking the place of someone else. Situations are analyzed, decisions are made and consequences are identified resulting therefrom and evaluated.

Non-Presential Methodology: Activities

Individual and/or group study and programmed readings. This is an essential individual work that students must take to make proper monitoring of the development of the course through all their training activities

Monographic works and research, individual and collective action. Research task that allows the integration of learning in the sessions and its contrast with the reality of organizations

SUMMARY STUDENT WORKING HOURS

| CLASSROOM HOURS | | |
|---|---|--|
| Lecciones de carácter expositivo | Ejercicios y resolución de casos y de problemas | Exposición pública de temas o trabajos |
| 15.00 | 15.00 | 10.00 |
| NON-PRESENTIAL HOURS | | |
| Ejercicios y resolución de casos y de problemas | Trabajos monográficos y de investigación, individuales o colectivos | |
| 20.00 | 15.00 | |
| ECTS CREDITS: 3,0 (75,00 hours) | | |

EVALUATION AND CRITERIA

| Evaluation activities | Evaluation criteria | Weight |
|-----------------------|--------------------------|--------|
| Final exam (test) | Number of correct answer | 50 |
| | Test: correct answer | |



| | | |
|--|---|-----------|
| <p>Continuous evaluation activities (individual or in groups)</p> <p>Test</p> <p>Case resolutions</p> <p>Film analysis</p> | <p>Case resolution: application of knowledge to observed reality, references to specific theoretical models, performance indicators, depth of analysis</p> <p>Commercial film analysis: application of the knowledge to the film, references to specific theoretical models, collection of behavioral indicators, depth in the analysis</p> | <p>20</p> |
| <p>Individual work evaluation (course Project) about a real Leadership experience</p> | <p>Depth of analysis</p> <p>Methodology used: design of tools, sample used as object of study....</p> <p>Originality of the topic addressed, value contribution</p> <p>Structure</p> | <p>20</p> |
| <p>Class participation</p> | <p>Active participation: to contribute with ideas, to ask question, to enrich debate, to raise doubts, to encourage in-depth study of the topics addressed, to volunteer for activities in class....</p> <p>Positive attitude: constructive contribution, respect for classmate, for the teacher and for the rules of the subject (Punctuality of entries and exists silence, attention, mobiles)</p> <p>Contribution beyond expectations: generate value by contributing their own experiences, complementary knowledge...etc.</p> | <p>10</p> |

Ratings

- It is necessary to pass each element of the evaluation separately for the previous weightings to be applied.
- Regarding the delivered work: plagiarism is penalized since it constitutes a serious offence punishable in accordance with the provisions of art. 168, sections A.2.e) and 2.B) 5 of the General Regulations of the University. Plagiarism is considered any work that is copied in whole or in part from an external source (internet, bibliography, University colleague ...) without being properly cited.
- With students who have dispensation from school: the evaluation will be made through a final exam with a weight of 100% of the final grade
- In the extraordinary call: the evaluation will be made through a final exam with a weight of 100% of the final grade

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

- Goleman, D. (2001). An EI-Based Theory of Performance (Chapter 3). The Emotionally Intelligent Workplace. Cherniss, C. & Goleman, D. (Eds.) Consortium for Research on Emotional Intelligence
- Rock, D. (2009). Managing with the brain in mind. *Strategy+Business*, 56
- Goleman, D. & Boyatzis R. (2008). Social science & biology of leadership. *Harvard Business Review*. September
- Herzberg F. (1987) One more time: how do you motivate employees? *Harvard Business Review* September-October
- Lunenburg F.C. (2012) Power and leadership: an influence process. *International Journal of Management, Business, & Administration* 15(1)
- Lunenburg F.C. (2011) Leadership versus Management: A Key Distinction—At Least in Theory. *International Journal of Management, Business, & Administration* 14(1)
- Lerstrom Alan C. (2008) Advising Jay: A Case Study Using a Situational Leadership Approach. *NACADA Journal* 28 (2)
- Bass B.M. (1990) From Transactional to Transformational Leadership: Learning to Share the Vision. *Organizational Dynamics* 18(3)
- Appelbaum S.H., Habashy S., Malo J.L., Shafiq H. (2012) Back to the future: revisiting Kotter's 1996 change model. *Journal of Management Development* 31(8)

Complementary Bibliography

- Maslow A. H. (1943) A Theory of Human Motivation. *Psychological Review*, 50
- Lunenburg F.C. (2011) Expectancy Theory of Motivation: motivating by altering expectations. *International Journal of Management, Business, & Administration* 15(1)
- McCormick M.J, Tanguma J., Sohn López-Forment A. (2002) Extending Self-Efficacy Theory to Leadership: A Review and Empirical Test. *Journal of Leadership Education* 1(2)
- Prochaska J.O., Norcross J.C. & Diclemente C.C. (2013) Applying the stages of change. *Psychotherapy in Australia* 19(2)
- Burnes B. (2004) Kurt Lewin and the Planned Approach to Change: A Re-appraisal. *Journal of Management Studies* 41(6)
- Lewin K. (1944) The Dynamics of Group Action. *Educational Leadership* 1(4)

In compliance with current regulations on the **protection of personal data**, we would like to inform you that you may consult the aspects related to privacy and data that you have accepted on your registration form by entering this website and clicking on "download"

<https://servicios.upcomillas.es/sedelectronica/inicio.aspx?csv=02E4557CAA66F4A81663AD10CED66792>