



## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Leadership and Change
Subject code	E000011603
Main program	<a href="#">Official Master's Degree in Business Administration - MBA</a>
Involved programs	Máster Universitario en Administración de Empresas (MBA) [First year]
Level	Postgrado Oficial Master
Quarter	Semestral
Credits	2,0 ECTS
Type	Obligatoria
Department	Departamento de Gestión Empresarial
Coordinator	José Manuel García López-Silva
Schedule	Appointment by email
Office hours	To be determined
Course overview	A systems point of view is adopted viewing leadership as a social phenomenon that integrates different aspects of reality such as biology or human behavior, among other domains. All the individual components of leadership will be integrated within a broader scope: informal groups, organizations/institutions and socioeconomic dynamics. Students reflect individually and collectively about their experience and understanding. Audiovisual resources and practical exercises (cases, problems, questionnaires...) are frequently used. The subject is oriented to providing a broad view of leadership, while enhancing self-awareness. The teaching focus is content application to business management, but not only. Students will acquire a solid conceptual anchor for professional development.

Teacher Information	
Teacher	
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## SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
<b>Contribution to the professional profile of the degree</b>
Business Management, which is the focus of our degree, plays a critical role in today's life confronting emergency change of our own behavior towards our own environment and towards others. Our society's continuous advancement, the relevance of innovation, knowledge and talent, together with increasingly sophisticated production processes in which teamwork and people integration are key, form a new context demanding best practices possible when it comes to leadership. These needs are even more necessary in the context of today's climate change, social demands and recent pandemic emergency. Leadership and Change provides a transversal knowledge which is complementary to other more specific and technical competencies. Transversal competencies are frequently decisive to the



success of whatever business planning. Thus, understanding human behavior and how to mobilize people becomes something highly valued in any management position. In such context students will find a solid framework to develop their own emotional and interpersonal skills, as well as the skills of their future collaborators.

## Prerequisites

None

## Competencies - Objectives

### Competences

#### GENERALES

<b>CG05</b>	Ethical commitment with a behaviour based in moral principles and those principles of the organisation when facing moral dilemmas and corporate social responsibility issues.	
	<b>RA01</b>	Utiliza el diálogo para colaborar y generar buenas relaciones.
	<b>RA02</b>	Escucha las opiniones de los demás y establece diálogos constructivos.
	<b>RA03</b>	Es capaz de realizar un intercambio persuasivo de ideas a través de un proceso negociador para llegar a acuerdos con otros.
	<b>RA04</b>	Conoce la técnica del debate y la oratoria y sabe emplearla en cuestiones profesionales.
	<b>RA05</b>	Valorar el potencial del conflicto como motor de cambio e innovación.
	<b>RA06</b>	Comunica sus ideas de manera efectiva y argumentada.
	<b>RA07</b>	Busca el valor de los demás miembros de equipo y potencia sus habilidades y fortalezas, haciendo que se sientan parte importante del equipo.
	<b>RA08</b>	Lidera el trabajo del equipo, organizando y delegando las tareas correctamente.
<b>CG06</b>	Time management capacity with the purpose of improving personal and team efficiency within business organizations, its environment and its management.	
	<b>RA01</b>	Vela por los intereses y derechos humanos ante cualquier causa económica o empresarial.
	<b>RA02</b>	Enfoca los dilemas desde un punto de vista humanista respetando los derechos fundamentales en el marco de una cultura de paz y valores democráticos.
<b>CG07</b>	Critical reasoning and argumentation according with the understanding of knowledge and know-how on business administrations, their external context and their administration and management processes.	
	<b>RA01</b>	Gestiona el tiempo de trabajo personal para realizar las actividades de aprendizaje, cumpliendo con los plazos establecidos de entrega.



	<b>RA02</b>	Establece prioridades seleccionando adecuadamente las estrategias y recursos en función de las demandas.
<b>CG08</b>	Initiative, creativity and entrepreneurship when applying management techniques and related knowledge to management and development of business organizations.	
	<b>RA01</b>	Identifica los supuestos y las limitaciones de métodos y metodologías de trabajo.
	<b>RA02</b>	Asume una posición de evaluación crítica de teorías y métodos de trabajo, empleando un nivel de análisis adecuado.
	<b>RA03</b>	Reflexiona crítica e independientemente sobre problemáticas, teorías y métodos de trabajo
	<b>RA04</b>	Toma posición: debate correctamente aportando argumentos y aceptando otros planteamientos alternativos.
<b>CG09</b>	Knowledge, understanding and handling of tools for diagnosis of the competitive position of a company, and designing and executing the company's strategic plan.	
	<b>RA01</b>	Busca, lee, depura, analiza, sintetiza y comprende críticamente materiales bibliográficos de referencia, así como materiales que presentan resultados de investigaciones, memorias, textos de supervisión profesional, y otros materiales de carácter aplicado.
<b>ESPECÍFICAS</b>		
<b>CE05</b>	Capacity to identify key concepts impacting and explaining people's behaviours in decision-making processes within organisational contexts, and to acknowledge and handle management tools helping individuals and teams reach planned organisational goals.	
	<b>RA01</b>	Conoce las diferentes fuentes de poder en la organización y los estilos de influencia para manejarlo eficazmente.
	<b>RA02</b>	Desarrolla una visión global de las competencias para dirigir empresas y valora la importancia de cada una en el éxito empresarial.
	<b>RA03</b>	Practica la habilidad para manejar el poder en la organización.
<b>CE06</b>	Ability and disposition to acquire and develop communication and negotiation skills and the ability to manage persons and teams needed to exercise leadership of a corporate organization.	
	<b>RA01</b>	Conoce, comprende y aplica los más nuevos modelos y técnicas de desarrollo del liderazgo.
	<b>RA02</b>	Conoce, comprende y aplica las estrategias para construir comunicación oral, escrita, verbal y no verbal, efectiva, y las técnicas para construir relaciones interpersonales sólidas y constructivas.
	<b>RA03</b>	Conoce, comprende y sabe controlar los parámetros clave para una comunicación eficaz, más allá del mensaje (audiencia, medios, equipo, canales, redes)



# COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

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CIHS

**Syllabus**  
**2024 - 2025**

RA03

Conoce, comprende y sabe controlar los parámetros clave para una comunicación eficaz, más allá del mensaje (audiencia, medios, equipo, canales, redes)

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### UNIT 0. CONCEPT OF LEADERSHIP

Leadership definition:

- In a general social context
- In an organizational environment

#### UNIT 1. BIOLOGY OF LEADERSHIP AND EMOTION

Topic 1. EVOLUTIONARY ORIGINS OF LEADERSHIP Evolutionary fundamentals of leadership Characteristics of individuals that lead

Topic 2. LEADERSHIP & NEUROSCIENCE Social intelligence and brain functioning

Topic 3. LEADERSHIP & EMOTION Emotional intelligence and people management skills

#### UNIT 2. GENERAL AND SPECIFIC APPROACHES

Topic 4. APPLIED PSYCHOLOGICAL MODELS Social learning: cognitive behavioural model and relating to other perspectives

Topic 5. SPECIFIC MODELS OF LEADERSHIP Leading styles and consequent results Transactional and transformational leadership

#### UNIT 3: SOCIAL AND ORGANIZATIONAL PERSPECTIVES

Topic 6. CHANGE MANAGEMENT Theory of Field of Forces and Planned Change Individual and organizational barriers in change management

Topic 7. GROUP DYNAMICS AND LEADERSHIP Groups and their evolution as autonomous and dynamic entities Roles as emergent property of groups

Topic 8: LEADERSHIP AND ETHICS Ethical leadership within organisations

## TEACHING METHODOLOGY

### General methodological aspects of the subject

#### In-class Methodology: Activities

Expository lessons. The teacher explains the basics, active and collaborative participation of students is required. It will include dynamic presentations and taking part in various activities such as viewings of

CG08, CG09, CE05, CE06



audiovisual materials, reading articles or relevant information.

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.

CG05, CG06, CG08,  
CG07, CE05, CE06

### Non-Presential Methodology: Activities

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.

CG08, CG09, CG07, CE05,  
CE06

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

CG08, CG09, CG07, CE05,  
CE06

## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
Oral presentations of topics, cases, exercises and papers	Simulations, role-playing games, group dynamics	
16.00	4.00	
NON-PRESENTIAL HOURS		
Analysis and resolution of cases and exercises, individually or collectively	Individual study and organized reading	Collaborative learning
10.00	10.00	10.00
<b>ECTS CREDITS: 2,0 (50,00 hours)</b>		

## EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Weight
Final Exam <ul style="list-style-type: none"> <li>Open questions</li> </ul>	<ul style="list-style-type: none"> <li>Correct response criteria</li> </ul>	50
Group project	<ul style="list-style-type: none"> <li>Quality of performance</li> </ul>	20
Practical activities <ul style="list-style-type: none"> <li>Individual exercises</li> </ul>	<ul style="list-style-type: none"> <li>Delivery and timeliness</li> <li>Quality of performance</li> </ul>	20



• Group work/tasks		
Class participation	• Attendance and participation	10

## Ratings

### UPON EVALUATION

- All evaluation criteria are established between 1 and 10 prior to applying corresponding weights.
- Final grade does not require a minimum result in any of the previous criteria.
- Regarding task assignments, plagiarism may penalize student's final grade depending on frequency and extension of infringement.
- When students are exempt from class attendance, evaluation will be done through an exam with full weight on final grade.
- In case of failure, recovery will take place through an exam with full weight on final grade.

## BIBLIOGRAPHY AND RESOURCES

### Basic Bibliography

- Andrew, J.K., Dominic D.P., Johnson & Mark Van Vugt (2009). The Origins and Evolution of Leadership. *Current Biology*, 19
- 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
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- Lerstrom Alan C. (2008) Advising Jay: A Case Study Using a Situational Leadership Approach. *NACADA Journal* 28 (2)
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- 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)
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- Bandura A. (2002) Selective moral disengagement in the exercise of moral agency. *Journal of Moral Education* 31(2)
- Brown M.E., Treviño L.K. (2006) Ethical leadership: A review and future directions. *The Leadership Quarterly* 17