TECHNICAL SHEET OF THE SUBJECT

Data of the subject

Subject name	Leadership and Change Management
Subject code	E000008093
Mainprogram	Bachelor's Degree in Business Administration and Management
Involved programs	Grado en Administración y Dirección de Empresas con Mención en Internacional (E-4) [Fourth year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	MARIA JOSE MARTIN RODRIGO
Schedule	Consultar a tal efecto los horarios de los diferentes grupos y titulaciones 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.

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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.

And in the key of Ignatian university training, this subject aims to: train leaders who manage organizations in a competent, conscious, critical and compassionate manner and from a transformational approach, achieving a more humane, more just business society that is at the service of the "Common House" in a comprehensive and sustainable way. (Comillas 2030 Strategic Plan. Project C1 - CARE FOR THE COMMON HOUSE inspired by the Encyclical "Laudato si" (Pope Francis).; and, Project C2 - UNIVERSITY COMMITTED to social justice in each of the university activities, aligning ourselves with the mission and vision of the Society and with the 2030 Agenda.

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.

In an Ignatian sense, the course also draws on the subjects of the diploma in personal and professional skills, which is taught in parallel with the degree in the Faculty of Economics and Business Administration. These subjects reinforce the emotional intelligence skills necessary to delve deeper into the five Ignatian principles and foundations: plenitude, otherness, service, gratitude, and discernment.

Competencies - Objectives

Competences

GENERALES

CG1		Adquirir una base de conocimientos sólida y relevante sobre la disciplina científica y empresarial
	RA1	Identifica, define y explora las problemáticas concretas del área de estudio de manera lógica y coherente dentro de un marco analítico adecuado
CG4		Capacidad para liderar de manera positiva personas y equipos de trabajo que, impulsen proyectos empresariales innovadores dando respuesta así, a las nuevas oportunidades de negocio, mediante soluciones creativas
	RA1	Lidera positivamente personas y equipos de trabajo generando soluciones innovadoras para los problemas y oportunidades empresariales detectadas
	RA2	Pone en práctica estrategias y tácticas creativas requeridas en los procesos de innovación, en las que participan todos los miembros del equipo, tratando siempre de alcanzar acuerdos y objetivos comunes.
CG5		Desarrollar habilidades interpersonales que refuercen el aprendizaje de un trabajo autónomo, bien organizado y planificado y que esté orientado a la acción y a la calidad.
	RA1	Desarrolla habilidades académicas, interpersonales e instrumentales necesarias para la investigación independiente, relacionando los conocimientos adquiridos con las distintas aplicaciones profesionales o prácticas reales
CG6		Pronunciarse de manera ética y comprometida sobre asuntos medioambientales, sociales y de gobierno corporativo que regulan un nuevo escenario empresarial.
	RA1	Identifica en los ejercicios y casos prácticos las actuaciones profesionales que se corresponden con valores éticos.
	RA2	Establece los límites del comportamiento íntegro que regulan el nuevo escenario empresarial.
CG7		Reconocer la riqueza de la diversidad y multiculturalidad de personas y enfoques de la realidad empresarial, siendo capaces de elaborar y comunicar en contextos diversos ideas, proyectos, informes, soluciones y problemas, en un clima constructivo y de respeto al otro.
	RA1	Argumenta de manera independiente y crítica sobre conceptos y teorías diversas apreciando la amplitud y el valor de las diferentes perspectivas con conciencia intercultural y perspectiva global.

	RA2	Elabora proyectos e informes profesionales con rigor y precisión, transmitiéndolos con fluidez y claridad, en distintos ámbitos empresariales y culturales.
CG8		CG8 Reforzar la capacidad de gestión del cambio que apoye la transformación digital de la sociedad contemporánea con Tecnologías de la Sociedad de la Información, nuevas formas de organización del trabajo y nuevos modelos de negocio.
	RA1	Identifica necesidades y recursos tecnológicos a la hora de resolver problemas conceptuales y técnicos a través de medios digitales
	RA2	Se comunica eficazmente y de manera proactiva en entornos digitales, compartiendo recursos a través de herramientas en línea, colaborando con otros a través de herramientas digitales, e interactuando en comunidades y redes profesionales.
ESPECÍFICAS DE OPTATIVIDAD		
CEOPT1(RH)		Conocer y poner en práctica habilidades directivas de negociación, liderazgo y gestión de personas y equipos para desempeñar eficazmente la dirección de organizaciones
	RA4	Comprender sus propias fortalezas y debilidades como líder.
	RA5	Aplicar los modelos de liderazgo situacional y de liderazgo transformacional.
	RA6	Desarrollar y reflexionar sobre los nuevos modelos de liderazgo basados en competencias emocionales e interpersonales.

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
1.4 Power and bad intention. The misuse of power
Unit 2: THEORICAL 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

Unit 7: LEADERSHIP AND TEAM MANAGEMENT

7.1 Definition of groups and group types

7.2 Development stages of a group as an autonomous entity

7.3 Systemic principles of efficient teams: prevalence, belonging and balance

Unit 8: LEADERSHIP DEVELOPMENT

8.1 Leadership development: what it is and how leadership is stimulated in organizations

8.2 Leadership profiles and leadership assessment: methodologies and tools

8.3 Mentoring and Coaching as leadership development tools

SECTION 4: LEADERSHIP BASED ON VALUES

Unit 9: Ignatian Leadership: ethical and service leadership, based on values and trust

9.1 Applications in the development of oneself

9.2 Applications in the development of teams and organizations

TEACHING METHODOLOGY

General methodological aspects of the subject

- Active participation in the classroom is the cornerstone of both theoretical explanations and practical work.
- Both individual and group practical work is required.
- All assignments must be completed in a timely manner and in accordance with the previously explained parameters.

Use of Artificial Intelligence Tools in the Course

In the course **Leadership and Change Management**, Level 2 (AI Planning) will be applied according to the AI Assessment Scale proposed by Perkins, Furze, Roe & MacVaugh (2024). This level allows for the strategic use of artificial intelligence tools to support critical thinking, planning, and idea generation, without replacing the student's authorship or intellectual responsibility. Within this framework, effective use of AI will be encouraged as a resource to deepen knowledge of historical contexts, significant figures, and cultural movements, as well as to foster ideation and synthesis. In addition, evaluable group activities will be carried out in class involving the assistance of AI tools. The assessment activities will be designed to evaluate the student's ability to analyze, assess, and critically adapt content generated with the aid of artificial intelligence.

Specifically, the use of AI tools will be permitted in the following learning contexts:

Web research: AI tools will be used to support class activities aimed at searching, contrasting, and synthesizing information related to key topics and questions of the course program. In particular, four "fact-check" exercises will be conducted, to be solved in groups with the assistance of AI.

Idea generation and brainstorming: AI will be permitted as a tool for creative stimulation prior to in-class analysis of the topics proposed in the program.

The use of AI in this course should be understood as a formative tool, not as a source of final answers. Therefore, students will always be required to provide evidence of personal analysis, critical reformulation, and conceptual appropriation of any content in which artificial intelligence has been involved.

- **NOTE:** Regarding student **misuse of the GPT Chat and/or any other IAG** in all assessment activities, this will be considered a serious offense, according to the University's General Regulations, art. 168.2.e: "carrying out actions intended to falsify or defraud academic performance assessment systems." The consequences of this will be "temporary expulsion of up to three months or the prohibition of taking the exam in the next session upon imposition of the sanction, in one or several subjects in which the student is enrolled, [...] apart from implying a failing grade (0) in the respective subject, [...] [and] the prohibition of taking the exam in that subject in the next session."

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	
30.00	30.00	
NON-PRESENTIAL HOURS		
Trabajos monográficos y de investigación, individuales o colectivos	Simulaciones, juegos de rol, dinámicas de grupo	Estudio individual y/o en grupo y lectura organizada
40.00	25.00	25.00
ECTS CREDITS: 6,0 (150,00 hours)		

EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
Final exam	Test or/and open questions	50 %
Continuous evaluation activities (individual or in groups) Test Case resolutions Film analysis	Test: correct answer Case resolution: application of knowledge to observed reality, references to specific theoretical models, performance indicators, depth of analysis Commercial film analysis: application of the knowledge to the film, references to specific theoretical models, collection of behavioral indicators, depth in the analysis	20 %
Class participation	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.... 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) Contribution beyond expectations: generate value by contributing their own experiences, complementary knowledge...etc.	10 %
Individual work evaluation (course Project) about a real Leadership experience	Depth of analysis Methodology used: design of toos, sample used as object of study.... Originality of the topic addressed, value contribution Structure	20 %

Ratings

IN THE EVALUATION:

- 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

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Basic Bibliography

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