

**COMILLAS**

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus**2025 - 2026****TECHNICAL SHEET OF THE SUBJECT**

Data of the subject	
Subject name	Leadership and Change
Subject code	E000010588
Main program	Grado en Análisis de Negocios/Business Analytics
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
EMail	ppato@icade.comillas.edu
Phone	

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



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus 2025 - 2026

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 para elaborar proyectos e informes de manera oral y escrita, difundiendo estas ideas a través de canales digitales	
	RA1	Es capaz de buscar y analizar información procedente de fuentes diversas, haciendo un uso eficaz de las herramientas digitales
	RA2	Discierne el valor y la utilidad de diferentes fuentes y tipos de información, contrastándolas, analizándolas críticamente e incorporando valoraciones propias.
	RA3	Incorpora la información a su propio discurso, citando adecuadamente las fuentes que utiliza
CG06	Habilidades interpersonales en la sociedad de la información: escuchar, argumentar y debatir	
	RA1	Utiliza el diálogo para colaborar y generar buenas relaciones, escuchando las opiniones de los demás y estableciendo diálogos constructivos
	RA2	Comunica sus ideas de manera efectiva y argumentada
	RA3	Conoce la técnica del debate y la oratoria y sabe emplearla en cuestiones profesionales
CG08	Capacidad crítica y autocrítica en la sociedad de la información	
	RA1	Identifica los supuestos y las limitaciones de métodos y teorías
	RA2	Identifica, establece y contrasta hipótesis, variables y resultados de manera lógica y crítica
	RA3	Es capaz de construir un discurso propio, en un contexto de intercambio de opiniones.
CG09	Compromiso ético en la sociedad de la información	
	RA1	Persigue la excelencia en las actuaciones profesionales



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2025 - 2026

	RA2	Se preocupa por las consecuencias que su actividad y su conducta pueden tener para los demás
	RA3	Incorpora en su discurso y en sus propuestas de actuaciones, las consecuencias que las mismas pueden tener para los distintos stakeholders de una organización global
CG11	Capacidad para aprender y trabajar autónomamente en la sociedad de la información	
	RA1	Es capaz de recopilar, preparar y ampliar información con carácter previo a su participación en actividades que implican la construcción de un discurso propio argumentado o la propuesta de soluciones innovadoras a un problema
	RA2	Realiza sus trabajos y su actividad necesitando sólo unas indicaciones iniciales y un seguimiento básico, poniendo en práctica las habilidades necesarias para la investigación independiente
	RA3	Busca y encuentra recursos adecuados para sostener sus actuaciones y realizar sus trabajos
ESPECÍFICAS		
CE03	Identificar y resolver los dilemas éticos y de sostenibilidad que se presentan en los procesos de toma de decisiones inherentes a la actividad empresarial, reconociendo la complejidad que en la respuesta a dichos dilemas aporta un entorno digitalizado y global, con base en valores éticos y morales universales que se materializan en instrumentos de gestión y planificación estratégica	
	RA1	Es capaz de conectar la Ética y la RSE con elementos tales como la Estrategia, el Marketing, la Dirección Financiera y la Gestión de Personas en la organización
	RA2	Es capaz de aplicar enfoques y herramientas de gestión para abordar el impacto social y ambiental de su actividad empresarial, tanto a escala local como global.
	RA3	Es capaz de reconocer los dilemas éticos esenciales relacionados con la analítica de datos masivos, con énfasis en aquellos aspectos vinculados con la protección de datos y la privacidad
CEO06	Conocer y practicar las capacidades de comunicación, negociación, y gestión de personas y equipos necesarias para poder asumir el liderazgo de organizaciones empresariales y la gestión del cambio en un mundo digitalizado	
	RA1	Comprende y aplica los modelos de liderazgo situacional y transformacional
	RA2	Reconoce nuevos modelos de liderazgo basados en competencias emocionales e interpersonales
	RA3	Conoce herramientas de analítica de datos orientadas a la identificación y evaluación de la capacidad de negociación dentro de una organizació
	RA4	Comprende las claves de la implantación exitosa del cambio en la organización y es capaz de diseñar actividades y procesos para lograrla
CEO07	Conocer y comprender las claves del coaching ejecutivo, orientados al desarrollo de nuevas competencias cuyo ejercicio permita al directivo una gestión de equipos exitosa	



	RA1	Reconoce y valora la dimensión emocional y relacional de las organizaciones, lo que permite avanzar en el autoconocimiento y en la comprensión de otros.
	RA2	Conoce las competencias clave del Coaching Ejecutivo, sus diferentes pilares y herramientas y los distintos tipos de coaching para adaptarse a las necesidades cambiantes de las organizaciones

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: 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



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2025 - 2026

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

- 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	
15.00	15.00	
NON-PRESENTIAL HOURS		
Trabajos monográficos y de investigación, individuales o colectivos	Simulaciones, juegos de rol, dinámicas de grupo	Estudios individual y/o en grupo, y lectura organizada
20.00	15.00	15.00
ECTS CREDITS: 3,0 (80,00 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



- 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)



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus 2025 - 2026

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/sedeelectronica/inicio.aspx?csv=02E4557CAA66F4A81663AD10CED66792>