TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Leadership and Change
Subject code	E000010588
Mainprogram	[Bachelor's Degree in Business Administration and Management](#)
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	3,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	Pilar Pato
Course overview	LEADERSHIP AND CHANGE

Teacher Information	
Teacher	
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SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
Our society increasingly advanced, composed of mostly skilled population, with increasingly sophisticated production processes, where talent, innovation, integration of diversity and continuous change is an urgent need, also demands a better leadership, being the field of business management to which our degree heads, a front edge in such socio-evolutionary process. The subject of Leadership and Change complements specific technical nature skills which provides qualifications with other psychological and social transverse cross-cutting nature that are often critical to the success of any organizational or market planning.Thus, the understanding of human behavior and how to mobilize people becomes a high value skill for management. In this context the students will find a way to develop their own emotional and interpersonal skills, as well as their future employees in the subject.
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
	RA1	Busca y utiliza documentación de distintas fuentes, proveniente de diversas vías, para sus actividades de aprendizaje, discriminando conforme a su valor y a la utilidad de cada una de ellas
	RA2	Desarrolla pensamiento crítico, cuestionando la información gestionada, generando conclusiones y puntos de vista propios
	RA3	Es claro, preciso, exacto y relevante en el uso de la información, profundizando con lógica e imparcialidad
CG11		Capacidad crítica y autocrítica
	RA1	Evalúa el trabajo y las ideas propios y los de los demás
	RA2	Es capaz de realizar el proceso de dar y recibir feedback de forma asertiva, mejorando la integración y la confianza de los grupos de trabajo
	RA3	Expresar argumentativamente sus discrepancias en el aula, como base para un diálogo fructífero
CG12		Compromiso ético
	RA1	Comprender y valorar perspectivas culturales e ideológicas distintas
	RA2	Implicarse personalmente en la búsqueda de soluciones que manifiesten una clara sensibilidad a los aspectos humanos de los asuntos y problemas tratados
CG17		Capacidad de elaboración y transmisión de ideas, proyectos, informes, soluciones y problemas
	RA1	Argumentar de manera independiente y crítica sobre conceptos y teorías diversas
	RA2	Comunicarse eficazmente a la hora de exponer, de palabra o por escrito, sus ideas y argumentos

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	
	RA1	Percibir, analizar, y valorar en cada caso, la estrecha relación entre los valores éticos personales y las decisiones profesionales en las distintas áreas funcionales
	RA2	Percibir, analizar, y valorar en cada caso, la estrecha relación entre los valores éticos personales y las responsabilidades éticas que pueden derivarse de las diferentes políticas de la organización
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	
	RA1	Familiarizarse con las transiciones a la sostenibilidad como un área de conocimiento que está emergiendo en respuesta a los desafíos ambientales, sociales y económicos asociados al paradigma socioeconómico dominante
	RA2	Entender las consecuencias y desafíos clave del cambio de paradigma para el concepto de empresa y la gestión empresarial
	RA3	Ser capaz de valorar experiencias empresariales desde el paradigma de la sostenibilidad global y de generar propuestas propias

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

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 Case resolution: application of	

Continuous evaluation activities (individual or in groups) Test Case resolutions Film analysis	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 %
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 %
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 %

Ratings

- It is necessary to approve each element of the evaluation separately, with a minimum of 4, in order to apply the previous weights
- In relation to the work carried out; plagiarism may penalize the student's final grade, based on the frequency and extent of plagiarism found in a job (according to university rules)
- 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). <u>An EI-Based Theory of Performance</u> (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)

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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

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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)

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