



ICADE

ADENDA A LA GUÍA DOCENTE

ASIGNATURA: LIDERAZGO Y CAMBIO

GRADO EN: ADE

CURSO: 2021-2022

PROFESOR-A: Coord. SANDRA CUADRADO

PROFESORES/AS: PILAR PATO

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Mientras duren las restricciones por motivos sanitarios derivadas del COVID19, la actividad docente se desarrollará en un formato “bimodal”, es decir, simultáneamente de forma presencial física, con el 50% de los estudiantes en el aula presencial, y de forma virtual con el resto de los estudiantes matriculados en la asignatura, mediante retransmisión síncrona por videoconferencia.

No obstante, si procede, se tratará de primar al máximo la presencialidad física de los estudiantes atendiendo, por un lado, al número de alumnos matriculados por asignatura/grupo y, por otro, a las capacidades de las aulas, por lo que, si el número de alumnos matriculados no supera 25/30 podría desarrollarse la docencia de forma presencial física completa o casi enteramente.

La metodología de enseñanza-aprendizaje y los sistemas de evaluación previstos serán los que constan en la guía docente del curso. Solamente en el caso de cambios en la situación sanitaria derivada del Covid-19, podrían verse afectados en algún modo estos elementos, en cuyo caso se diseñará y publicará una nueva adenda para reflejar cualquier tipo de modificación.

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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
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	3,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	Sandra Cuadrado Nicoli
Course overview	LEADERSHIP AND CHANGE

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	

SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
<p>Contribution to the professional profile of the degree</p> <p>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.</p>
<p>Prerequisites</p> <p>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.</p>



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
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
Individual work evaluation (course Project) about a real Leadership experience	Depth of analysis Methodology used: design of tools, 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
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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)



COMILLAS

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CIHS

Syllabus
2021 - 2022

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)

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