

1. BASIC INFORMATION

Course	ENTREPRENEURIAL LEADERSHIP
Degree program	BACHELOR'S DEGREE IN TOURISM AND LEISURE MANAGEMENT
School	FACULTY OF SOCIAL SCIENCES
Year	SECOND
ECTS	6 ECTS
Credit type	COMPULSORY
Language(s)	ENGLISH
Delivery mode	CAMPUS-BASED
Semester	1 st SEMESTER
Academic year	2025/2026
Coordinating professor	Dra. Ivana Rihova
Professor	Dra. Ivana Rihova

2. PRESENTATION

Entrepreneurial leadership involves organizing and motivating a group of people to achieve a common objective through innovation, risk optimization, taking advantage of opportunities, and managing the dynamic and often multicultural organizational environment. Entrepreneurial leaders surround themselves with talented professionals who can help bring a business idea to life and influence their behaviour and performance by creating a work environment that brings out the best in people and facilitates the achievement of business objectives. Entrepreneurial leadership is particularly relevant within the context of leisure, tourism and hospitality industries, as the challenging environment created by current global issues and crises requires innovative and creative thinking and leadership approaches.

This course is intended to support the development of students as effective professional leaders in the tourism sector through an examination of relevant theories and their application in practical contexts. Students are encouraged to assume a leadership style appropriate to each situation, to show critical and reflective thinking skills and to transform ideas into action. Students will also gain awareness of relevant techniques to facilitate effective teamworking and will be challenged to identify the individual and cultural differences in globalised organisations and institutions. These skills, along with relevant theoretical concepts from leadership, management, and organisational theory, will be used to help students analyse complex situations, develop new innovative ideas, look for creative solutions, and put them into practice.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB4 - That students have the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competencies:

- CT05 – Analysis and problem resolution: Being able to critically analyze information, break down complex situations into their constituent parts, recognize patterns, and consider different options and perspectives to find optimal solutions and to be able to negotiate efficiently.
- CT06 - Adaptation to change: be able to assess and understand different positions, adapting one's own approach as the situation requires it, and to work effectively in ambiguous situations.
- CT08 – Entrepreneurial spirit: Ability to assume and carry out activities that generate new opportunities, anticipate problems or represent improvements.
- CT09 – Global mentality: To be able to show interest and to understand other norms and cultures, to recognise own prejudices and work effectively in a global community.

Specific competencies:

- CE8 – Ability to implement measurement techniques to interpret data and analyze the impacts generated by tourism and leisure activity.
- CE19 – Ability to develop a plan to direct and manage a company in the tourism and leisure sector.
- CE21 – Ability to develop a human resources management plan for a tourism and/or leisure company.

Learning outcomes:

Upon passing the subject, the student will be able to:

- LO1. Assume a leadership style appropriate to each situation
- LO2. Show critical and reflective thinking skills
- LO3. Understand the dynamics of working groups and their effective management
- LO4. Recognize capacities and skills in others to manage their development
- LO5. Assume and carry out activities or tasks that create new opportunities
- LO6. Transform ideas into acts, taking on the risks and overcoming obstacles
- LO7. Propose new ideas or look for solutions and put them into practice
- LO8. Apply skills to develop a business idea or concept
- LO9. Know norms and expectations of behaviour within the framework of other cultures
- LO10. Identify the cultural complexity of globalized organizations and institutions and analyse good practices
- LO11. Value cultural differences, accepting different ways of doing things

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB4, CT06, CE21	LO1. Assume a leadership style appropriate to each situation
CB5, CT05	LO2. Show critical and reflective thinking skills
CT05	LO3. Understand the dynamics of working groups and their effective management
CB4, CB5	LO4. Recognize capacities and skills in others to manage their development

CT05, CT08	LO5. Assume and carry out activities or tasks that create new opportunities
CB5, CT08, CE19	LO6. Transform ideas into acts, taking on the risks and overcoming obstacles
CT06, CT08	LO7. Propose new ideas or look for solutions and put them into practice
CB4, CB5, CT08, CE8, CE19, CE21	LO8. Apply skills to develop a business idea or concept
CB5, CT05, CT09	LO9. Know norms and expectations of behaviour within the framework of other cultures
CT05, CT09	LO10. Identify the cultural complexity of globalized organizations and institutions and analyse good practices
CT06, CT09	LO11. Value cultural differences, accepting different ways of doing things

4. CONTENT

The subject is organized into four learning units, which will be further divided into topics:

- The concept of leadership
- Leadership theories and models
- Importance of leadership in entrepreneurial contexts: Self-leadership
- Leadership in different types of organizations and institutions in national and international contexts
- Leadership and inter-cultural differences

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures/online lectures
- Case studies
- Problem-based learning
- Project-based learning
- Simulations
- Service learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each:

Campus-based mode:

Learning activity	Number of hours
Tutorials	6
Lectures	16
Online lectures	14
Independent study	25

Oral exhibition	30
Site visits/ External work stays	15
Participatory group activities	24
Work/ project	20
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Test of knowledge	20%
Case-studies and problem-solving exercises	35%
Participation in debates and forums	15%
Projects	30%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the subject in the ordinary examination, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

7.2. Second exam period

To pass the subject in the extraordinary examination, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Participation in debates and forums Activity 1	Week 3-4

Participation in debates and forums Activity 2	Week 5-6
Project	Week 10-11
Case analysis 1	Week 12-13
Case analysis 2	Week 14-15
Test of knowledge	January 2026

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Yukl, G.A. and Gardner, W. L. (2020). *Leadership in Organizations*, (9th Global ed). Pearson.

The recommended Bibliography is:

- Boddy, D. (2017). *Management: An Introduction*, (7th ed.), Pearson. See Part 5 – Leading.
- Buzan, T., Griffiths, C., & Harrison, J. (2014). *Mind maps for business: using the ultimate thinking tool to revolutionise how you work* (2nd ed.). Pearson.
- Diderich, C. (2020). *Design Thinking for Strategy: Innovating Towards Competitive Advantage*. Springer.
- Kinicki, A. & Breaux-Soignet, D. (2022). *Management: A Practical Introduction*. McGraw-Hill. Chapters 13 and 14.
- Kim, W. C. & Mauborgne, R. (2005). *Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant*. Harvard Business School Press.
- Lavery, M. & Little, C. (2020). *Entrepreneurship*. OpenStax.
- Mellor, R. B. (2009). *Entrepreneurship for Everyone: A student textbook*. Sage.
- Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation: A handbook for visionaries, game changers, and challengers*. Wiley.
- Seeling, T. (2012). *inGenius: A Crash Course on Creativity*. Harper One.

10. EDUCATIONAL GUIDANCE, DIVERSITY & INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.