

## 1. BASIC INFORMATION

<b>Course</b>	Leadership Skills
<b>Degree program</b>	Psychology Degree
<b>School</b>	Faculty of Biomedical and Health Sciences
<b>Year</b>	3rd
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Campus-based
<b>Semester</b>	S2
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	Saray Cáliz
<b>Professor</b>	Saray Cáliz, Rocío Lana, Derek Gravholt

## 2. PRESENTATION

This is a mandatory course taught in the second semester of the third year of the degree of Psychology. Students will be able to understand basic concepts and develop competencies necessary for the managerial profile. In addition, the students will be able to design and to interpret the management processes, to carry out the communicative processes in the organizations as well as to develop the competences necessary for negotiation and teamwork appropriate to each situation.

## 3. LEARNING OUTCOMES

### KNOWLEDGE

KN05: Identify concepts related to the skills necessary for personal development and professional practice communication.

- Understand the basic concepts and develop the necessary competencies for a managerial profile.

### SKILLS

SK04: Develop skills for interpersonal communication and emotional intelligence with patients: empathy, listening, self-awareness, self-motivation, self-criticism, and social skills.

- Design and interpret a balanced scorecard.
- Perform communicative processes in organizations.
- Develop the necessary competencies for negotiation and teamwork appropriate to each situation.

### COMPETENCIES

CP02: Understand the basic laws of different psychological processes in the field of Health Psychology.

CP05: Understand the psychosocial principles of group and organizational functioning.

CP10: Analyze the needs and demands of the recipients of the function in different contexts.

CP11: Be able to establish the goals of psychological action in different contexts, proposing and negotiating the goals with the recipients and those affected.

CP16: Describe and measure interaction processes, group dynamics, and group and intergroup structure.

CP17: Identify group and intergroup problems and needs.

CP18: Describe and measure interaction processes, dynamics, and organizational and interorganizational structure.

CP19: Identify organizational and interorganizational problems and needs.

CP20: Analyze the context in which individual behaviors, group processes, and organizational processes develop.

CP28: Apply strategies and direct intervention methods in contexts, such as the construction of healthy environments.

CP34: Provide appropriate and precise feedback to recipients.

CP35: Be capable of preparing oral and written reports.

CP36: Understand and adhere to the ethical obligations of Psychology.

CP37: Ability to practice their profession using English and/or Spanish languages, both with specialized and non-specialized audiences.

## 4. CONTENT

### 1. Introduction

### 2. Recruitment & Selection

- 2.1 Assessing needs
- 2.2 Job descriptions & recruitment sources
- 2.3 Assessing talent
- 2.4 Decision making
- 2.5 Recruitment policies

### 3. Performance appraisal and performance management

- 3.1 Evaluation
- 3.2 Communication and interpersonal skills: effective feedback

### 4. Leadership

- 4.1 Leader profile and vision
- 4.2 Continuous improvement of the manager. Learning and development.
- 4.3 Ethics, exemplarity and social responsibility

### 5. Motivation

- 5.1 Motivational theories
- 5.2 Job design and motivation
- 5.3 Goal-based management

### 6. Attitudes and emotions at work:

- 6.1. Attitudes:
  - Job satisfaction
  - Organizational commitment
  - Organizational identification & social identity

- 6.2. Emotions

- 6.3. Organizational culture

### 7. Diversity management

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Case studies.
- Cooperative learning.
- Problem based learning (PBL).
- Lectures.
- Simulations.
- Oral presentations.

## 6. LEARNING ACTIVITIES

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

**Campus-based mode:**

Learning activities	Number of hours
Lectures	22
Case analysis	25
Asynchronous lectures	8
Face-to-face tutoring	5
Debates	15
Autonomous work	50
Practical activities	20
Formative assessment	3
Face-to-face test of knowledge	2
<b>TOTAL</b>	<b>150</b>

## 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
Knowledge test	40%
Case analysis and problem solving	15%
Oral exposition	15%

Portfolio I: This activity is carried out in coordination with the Health Psychology and Advanced Psychopathology course, as part of an integrated curriculum activity.	10%
Portfolio II	10%
Participation in debates and forums	10%

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.

### Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

## 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a minimum mark of 5 in the exam and in all other activities except the debate about multiculturalism in order for it to count towards the final grade.

Additionally, attendance to the IPE: Journey to Mars activity is mandatory.

Students who do not attend, will fail in the ordinary call and will have to attend the extraordinary call.

### PLAGIARISM AND USE OF AI

Each student is expected to be the sole author of all submitted work. Students who plagiarize any of the proposed assignments will receive a 0 on that assignment.

AI-Generated Content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible in any case for the written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their assignment, their use must be described in detail in the work. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for improving spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

### Delayed submission of mandatory activities

Delayed submission of mandatory activities will result in non-evaluation of the activity, assigning a numerical grade of 0.

### Simulation

Whenever simulations are conducted, it will be mandatory for the student to wear the corresponding uniform (shirt and pants) to the simulated hospital. Students who do not arrive with the complete uniform will forfeit their right to attend the simulation and will receive an absence for it.

If a student is absent from a simulation without justification, they will be required to make up that section of the course during the extraordinary call.

## 7.2. Second exam period

To pass the subject in the extraordinary session, the same guidelines as in the regular session will be followed. It is necessary to submit the activities that were not passed in the regular session, after receiving the corresponding corrections from the instructor, or those that were not submitted.

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a minimum mark of 5 in the exam and in all other activities except the debate about multiculturalism in order for it to count towards the final grade

### Simulations Recovery in Extraordinary Call

The Simulations Recovery in Extraordinary Call will be done by writing a reflective paper on the course contents covered and the importance of simulation.

Regarding PBL (Problem-Based Learning), the student will only be able to choose the option of conducting interviews for the extraordinary submission.

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
Debate	April/May
Oral expositions	May
Case analysis and problem solving: Performance assessment	May
Portfolio	May
Exam	May/June

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

Compulsory readings:

Foot, M., & Hook, C. (2008). *Introducing human resource management*. Pearson Education.

Yukl, G. (2010). *Leadership in organizations* (7th ed.). Prentice Hall.

The recommended Bibliography is:

Goleman, D., Welch, S., & Welch, J. (2012). *What makes a leader?* Findaway World, LLC.

Kaufmann, A. E., & Cubeiro, J. C. (2008). *Coaching y diversidad*.

Landy, F. J., & Conte, J. (2015). *Work in the 21st century: An introduction to industrial and organisational psychology* (4th ed.). Wiley.

Lee, F. K., Johnston, J. A., & Dougherty, T. W. (2000). Using the five-factor model of personality to enhance career development and organizational functioning in the workplace. *Journal of Career Assessment*, 8(4), 419-427.

Mitchell, T. R., & Mickel, A. E. (1999). The meaning of money: An individual-difference perspective. *Academy of Management Review*, 24(3), 568-578.

Revelle, W., Wilt, J., & Condon, D. (2011). Individual differences and differential psychology: A brief history and prospect. In T. Chamorro-Premuzic, A. Furnham, & S. Von Stumm (Eds.), *Handbook of Individual Differences* (pp. 3-38). Wiley-Blackwell.

Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior*. Pearson.

Spector, P. E. (2012). *Industrial and organizational behavior: Research and practice*. Wiley.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@universidadeuropea.es](mailto:orientacioneducativa@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.