

1. BASIC INFORMATION

Course	Leadership Skills
Degree program	Psychology Degree
School	Faculty of Biomedical and Health Sciences
Year	3rd
ECTS	6
Credit type	Compulsory
Language(s)	English
Delivery mode	Campus-based
Semester	S2
Academic year	2020/2021
Coordinating professor	Sara Esteban

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. COMPETENCIES AND LEARNING OUTCOMES

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

Competencies	Learning outcomes
CBM1, CBM2, CBM3, CBM4, CBM5, CBPS2, CBPS5, CT1, CT2, CT4, CT8, CT11, CT13, CT17, CE1, CE2, CE7, CE8, CE9,	RA1

CE10, CE11, CE19, CE25,
CE26, CE27, CE28.

4. CONTENT

These units will be covered (this syllabus can be subjected to changes)

1. Introduction to the course
2. Individual differences
3. Recruitment & Selection
4. Motivation at work
5. Leadership
6. Learning & Development
7. Attitudes & Emotions at work
8. Stress
9. Performance management
10. Ethics and social responsibility

5. TEACHING-LEARNING METHODOLOGIES

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

- Case study.
- Cooperative learning.
- Problem based learning.
- 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:

Type of educational activity	Number of hours
Lectures	30 h
Self-study	50 h

Practical activities	20 h
Debates	15 h
Case analysis	25 h
Formative assessment	5 h
Tutorial	5
TOTAL	150 h

7. ASSESSMENT

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

Assessable activity	Assessment criteria	Weight (%)
<i>Participation in debates</i>	<ul style="list-style-type: none"> Assists and participates actively, analyzing the information treated and raising doubts and problems. 	5%
<i>Portfolio</i>	<ul style="list-style-type: none"> Applies the theoretical contents to the practical cases treated in a coherent and precise way. It fulfills the objectives correctly in a timely manner. 	10%
<i>Case analysis and problem solving</i>	<ul style="list-style-type: none"> Complies adequately with the required design objectives. It fulfills the objectives correctly in a timely manner. 	25%
<i>Performance monitoring</i>	<ul style="list-style-type: none"> Is able to express and adequately expose the objectives achieved 	10%
<i>Knowledge test</i>	<ul style="list-style-type: none"> Is able to discriminate adequately between different contents. Reason and apply the theoretical models contemplated in the subject 	50%

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 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 grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

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 grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other 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:

Activities	Units	Weeks
Lectures	Units 1-10	Weeks 1-13
Tutorial	Units 1-10	Weeks 1-17
Practical cases solving	Units 1-10	Weeks 1-16
Simulation	Units 3, 5, 9	Weeks 14-16
Design a talent acquisition case	Unit 3	Weeks 3-13
Formative assessment	Units 1-10	Week 17

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

Here is the recommended bibliography:

- Foot, M., & Hook, C. (2008). *Introducing human resource management*. Pearson Education.
- Goleman, D., Welch, S., & Welch, J. (2012). *What makes a leader?* New York: Findaway World, LLC.
- Kaufmann, A.E., Cubeiro, J.C. (2008). *Coaching y Diversidad*.
- Landy, F.J. and Conte, J. (2015). *Work in the 21st century: an introduction to industrial and organisational psychology*, 4th ed. Wiley: London.
- 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 *Handbook of Individual Differences*, eds Chamorro-Premuzic T., Furnham A., Von Stumm S., editors. (Oxford: Wiley-Blackwell), 3–38.
- Robbins, S.P. and Judge, T. A. (2013). *Organizational Behavior*. London: Pearson.
- Spector, P. S. (2012). *Industrial and Organizational Behavior: Research and Practice*. Wiley: London.
- Yukl, G (2010). *Leadership in organisations*, 7th ed. Prentice Hall: New Jersey.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement regarding the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.