1. BASIC INFORMATION

Course	Entrepreneurial Leadership
Degree program	Degree on Aerospace Engineering and Aircrafts
School	School of Architecture, Engineering and Design
Year	Third Year
ECTS	6
Credit type	Compulsory
Language(s)	English
Delivery mode	Face to Face
Semester	5th Semester 5 (1º semester of the 3rd year)
Academic year	2025/2026
Coordinating professor	Manuel García Fernández
Professor	Manuel García Fernández

2. PRESENTATION

An engineer needs to face a professional career in which the success in the assigned tasks depends on factors like: teams' management in functional or hierarchical line, the interdepartmental connections, and the relationships with Customers and Suppliers. In order to achieve the expected results, the good use of the management skills is an essential tool for succeeding.

The main objective of this course is to provide the students with the strategies and soft-skills to handle the challenges associated with the increasingly complex personal field of the business management. Specifically, the students will be equipped with the advanced decision-making and execution skills they need to excel in their organizations as multifaceted engineers.

Therefore, one of the main objectives of this subject is to prepare the student for teams' management, providing him/her with the necessary skills to ensure the achievement of the established targets along his/her career in a context in which, in parallel to the technical problems, the interpersonal skills and the emotional intelligence play an essential role.

Managerial skills may be classified in three different areas: one related to the technical knowledge of the field concerned, another one which eases the strategic thinking, and the one that improves the ability for interpersonal relationships.

The subject belongs to the subject "Transversal knowledge of engineering".

3. COMPETENCIES AND LEARNING OUTCOMES

- CB3: That students have the ability to gather and interpret relevant data (usually within their field of study) to make judgments that include reflection on relevant social, scientific or ethical.
- CT9. To know and ability to apply business management techniques and labor legislation, taking especially into account the principles of gender equality between men and women, solidarity and peace culture.
- CT17. To face problems and challenges related to the applicable area of knowledge with flexibility, initiative, innovation, and dynamism (Entrepreneurial profile).
- CT21. Self-acknowledgement for achieving high levels of performance in one's work, with a positive influence in substantially improving the results (Self Confidence).
- CE32. Ability for cross-disciplinary work.

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

Competencies	Learning outcomes
CB3, CT17, CT21, CE32	Apply interpersonal understanding skills in different contexts.
CB3, CT9, CT17, CT21, CE32	Respect the rules of communication in multicultural environments.
CT9, CT17, CT21, CE32	Analyze issues from the perspectives of others and negotiate with them efficiently.
CT9, CT21, CE32	Assume a leadership style appropriate to each situation.
CT9, CT17, CT21, CE32	Understand the dynamics of work groups and their effective management
CB3, CT9, CT17, CT21, CE32	Recognize abilities and skills in others to manage their development.
CT9, CT17, CT21, CE32	Transform ideas into actions, taking risks and overcoming obstacles.

4. CONTENT

- Leadership with emotional intelligence
- Management of effective teams: organization, motivation and development
- Management of offshoring teams: multiculturalism and teleworking
- Introduction to selection by competences
- Basic negotiation techniques

5. TEACHING-LEARNING METHODOLOGIES

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

- Objectives and surveys of interests
- Lecture-Based Class
- Research and problem-solving by groups
- Practical case study

6. LEARNING ACTIVITIES

The following table shows, for each learning activity: i) the total time the student will spend, ii) the time distribution between in-class and off-class time, and iii) the course policy about the use of artificial intelligence (AI) in that activity.

Campus-based mode:

Learning activity	Number of hours	Use of AI
LA1: Teacher lectures	25 h	Allowed
LA2: Team work	50 h	Allowed
LA3: Autonomous work	50 h	Promoted
LA4: Tutoring, academic monitoring, assessment	25 h	Allowed
TOTAL	**150 h**	

Further details about the AI-use policy will be published through the virtual campus platform once the course has started.

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
Individual Project	40%
Group Work	55%
Other Activities	5%

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 5.0 in the mandatory individual project in order for it to count towards thefinal 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 4.0 in the individual task in order to count towards thefinal 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:

Assessable activities	Deadline	Use of IA
Activity 1 – Innovation Ideation	October 2025	Allowed and evaluated
Activity 2 – Value Proposition Canvas	November 2025	Allowed and evaluated
Activity 3 – Business Model Canvas	November 2025	Allowed and evaluated
Activity 4 – Financial Evaluation of a Company	December 2025	Allowed and evaluated
Activity 5 – Business Plan	December 2025	Allowed and evaluated
Final Exam	January 2026	Not allowed

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. BIBLIOGRAFÍA

The recommended Bibliography is:

- Classnotes
- Content in the virtual campus of the subject and articles that will be included in it.
- FRIEDMAN S., “Total leadership”. Harvard Business Press, 2008
- PUCHOL L. y otros, “El libro de las Habilidades Directivas”. Díaz de Santos, 2002
- VALLS A., “Las 12 Habilidades Directivas clave”. Gestión 2000, 2010
- PROCTOR T., “Creative problem solving for managers: Developing skills for decision making and innovation”. Routledge 2010

- MFAD R., “International management: Cross-cultural dimensions”. Blackwell Plubishing 2005
- LAUNER V., “Coaching Excellence”. LID 2011
- MPAMAH N., “Effective time management strategies”. Autor-Editor, 2011
- JOHNSON, SPENCER. “¿Quién se ha llevado mi queso?”, Empresa Activa, 1998
- JOHNSON, SPENCER. “Who moved my cheese?”, G. P. Putnam's Sons, 1998
- COVEY, STEPHEN. “The 7 Habits of Highly Effective People”, 1989
- DAVID E. GOLDBERG, “The entrepreneurial engineer: personal, interpersonal, and organizational skills for engineers in a world of opportunity”, Hoboken, N.J. : Wiley-Interscience, John Wiley & Sons 2006

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. 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.

WORK PLAN FOR THE COURSE

HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

PLAGIARISM REGULATION

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record.

USE OF AI REGULATION

The student must be the author of his/her work/activities.

The use of Artificial Intelligence tools (AI) must be authorized by the teacher in each assignment/activity, indicating in what way it uses is permitted. The teacher will inform in advance in which situations AI tools may be used to improve spelling, grammar and editing in general. The student is responsible for clarifying the information given by the tool and duly declaring the use of any AI tool, according to the guidelines given by the teacher. The final decision on the authorship of the work and the appropriateness of the reported use of an AI tool rests with the lecturer and those responsible for the degree.

In case Professor suspects the use of AI Tools by any student, Professor can perform additional oral proof of knowledge to any student. If student answers do not demonstrate knowledge or disagree with delivered work, a 0 is assigned to the corresponding student and task.

In case of use of AI to generate content, the student should indicate the tool name and version, the aim of the use, and examples of the literal prompts used.

The responsible use of Artificial Intelligence (AI) is promoted in this activity and may have a clear impact in the evaluation. Students may consider using AI tools for different tasks, such as:

- Creation of content drafts.
- Assistance writing the report.
- Checking consistency between different sections.
- Improve technical writing.
- Generate slides for the presentation.

- Generate supporting graphic material (images, figures, diagrams) for the presentation.
- Evaluate clarity and effectiveness of the presentation (speech simulation).

As stated before, every use of AI tools must be properly described in the “References” entry of the activity portfolio.