

1. OVERVIEW

Subject area	Entrepreneurial Leadership
Degree	Bachelor's Degree in Computer Engineering
School/Faculty	Architecture, Engineering and Design
Year	Third
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery mode	On campus / Online
Semester	Second semester
Year	2022/2023
Coordinating professor	Christian V. Sucuzhanay Arévalo
Teacher	Christian V. Sucuzhanay Arévalo

2. INTRODUCTION

Entrepreneurial Leadership is a compulsory subject in the third year of the Bachelor's Degree in Computer Engineering, worth six (6) ECTS credits.

This subject area belongs to the Transversal Knowledge Module, formed by the following subject areas:

- Ethics and Professional Efficiency
- Relational Impact and Influence
- Entrepreneurial Leadership

These skills aim to train students in non-technical aspects that will help them in their professional and personal development.

The subject is more than necessary within the syllabus given that the labour market requires entrepreneurs with leadership skills and professional, ethical conduct. The current and future challenges require professionals who are capable of competing in the best possible conditions, and therefore, knowledge of leadership applied to entrepreneurship is essential in shaping the 21st century professional.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: Students have demonstrated knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Transversal skills (CT, by the acronym in Spanish):

- CT3: Ability to adapt to new circumstances: Being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT10: Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- CT16: Decision-making: Ability to choose between different options or methods to effectively solve varied situations or problems.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals.

Specific skills (CE, by their acronym in Spanish):

- CE10: Know strategies for group work, leadership and efficient management of people and work groups.

Learning outcomes (RA, by the acronym in Spanish):

RA1: Assume a leadership style appropriate to each situation.

- RA2: Show critical and reflective thinking skills.
- RA3: Understand the dynamic of work groups and their effective management.
- RA4: Recognise the skills and abilities of others in order to manage their development.
- RA5: Take on and carry out activities or tasks that create new opportunities.
- RA6: Turn ideas into action, taking risks and overcoming obstacles.
- RA7: Propose new ideas or seek solutions and put them into practice.
- RA8: Apply skills to develop a business idea or concept.
- RA9: Know guidelines and behaviour expectations in the context of other cultures.
- RA10: Identify the cultural complexity of globalised organisations and institutions, and analyse good practices.
- RA11: Value cultural differences, being open to different ways of doing things.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CT3, CT10, CE10	RA1, RA2, RA4
CB2, CT10, CT17, CE10	RA3, RA9, RA10, RA11
CB3, CB4, CT10, CT16	RA5, RA6, RA7, RA8

4. CONTENTS

The subject is organised into three units in which the acquired theoretical knowledge will be applied:

Leadership keys

- Introduction to leadership.
- Persuasive communication.
- Teamwork.
- Foundations of leadership.

Proactive Thinking and Entrepreneurial Spirit

- Proactive versus reactive.
- Entrepreneur laws.
- Personal brand.
- Social entrepreneurship.

Complex organisations. Balance between domestic and international

- Diversity management.
- Knowledge management.
- Conflict and negotiation management.
- Global complexity in organisations.

5. TEACHING/LEARNING METHODS

- The types of teaching/learning methods are as follows:

MD1. Survey on aims and interests. This survey is used to establish the aims of the subject and gather the student's interests on the subject. We will then make reference to it throughout the year for the students to evaluate the achievement of the aims and interests.

- **MD2. Lectures, subjects of study and seminars.** The "lectures" taught in the on-campus delivery mode are called subjects of study and seminars in the online delivery mode, and are conducted through readings on the topic, technical notes and webinars (which are recorded for students to access), followed by a question forum on the topic with assistance from the professor.

- **MD4. a) Group research and/or b) group problem-solving.** This learning method will be used for the development of both declarative and procedural knowledge. In method type a), a different topic will be assigned to each group to be investigated. Later, new groups will be formed with students who have all studied a different topic, and these new groups will be proposed comprehension and problem-solving activities. In method type b), a series of short question and problem activities will be proposed to be solved in groups.

- **MD7. Practical case studies.** These will be used for the development of conditional knowledge.

- **MD8. Fieldwork, conferences, visits to companies and institutions.** These will be used for the development of conditional knowledge. In the on-campus delivery mode, all learning methods may be used, while only conferences can be used in the online delivery mode, as they will be available for remote access in real time (via *streaming* technologies) or recorded and broadcast afterwards.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity (AF, by the acronym in Spanish)	Number of hours
AF1: Lectures, reading on complementary topics and materials, implementation of activities carried out independently and collectively.	30 h
AF2: Group work, debates and seminars with group participation	45 h
AF3: Independent working	50 h
AF4: Tutorials, academic monitoring and assessment	25 h
TOTAL	150 h

Online:

Learning activity (AF, by the acronym in Spanish)	Number of hours
AF6: Lectures, reading on complementary topics and materials, implementation of activities carried out independently and collectively.	50 h
AF7: Group work, debates and seminars with group participation	25 h
AF3: Autonomous learning	50 h
AF8: Tutorials, academic monitoring and assessment	25 h
TOTAL	150 h

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Exams (midterms and finals)	30
Development of articles, reports or design briefs. (Practices)	30
Peer assessment, class participation (continuous evaluation), knowledge tests.	30
Case study, designs, simulations and research (Final Project)	10

Online:

Assessment system	Weighting
Exams (midterms and finals)	60
Development of articles, reports or design briefs. (Practices)	20
Peer assessment, class participation (continuous evaluation), knowledge tests.	15
Case study, designs, simulations and research (Final Project)	5

On the Campus Virtual, when you open the subject area, you will find all the details of your assessable tasks and the deadlines and assessment procedures for each task.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you will need a final grade of at least 5 out of 10. In order for this to be possible, the following conditions must be met:

- In each midterm and final exam, you must achieve a grade higher than or equal to the minimum grade indicated as “passed” in each case (normally 5 out of 10).
- In each practical activity, you must achieve a grade higher than or equal to the minimum grade indicated as “passed” in each case (normally 5 out of 10).
- You must have an average grade higher than or equal to the specified minimum (normally 5 out of 10) in the seminar activities, alternative activities and class participation activities.
- If any of the above points are not met, the maximum possible grade in the ordinary exam period after applying the percentages will be 4 out of 10.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period, you will need a final grade of at least 5.0 out of 10.0 (weighted average) for the subject area.

You must repeat activities that were failed or not delivered in the ordinary exam period, achieving a “passed” grade in each of them, with the same criteria indicated for the previous exam period. For this reason, the alternative activities proposed in the ordinary exam period will be put forward.

If any of the above points are not met, the maximum possible grade in the ordinary exam period after applying the percentages will be 4 out of 10.

8. TIMELINE

The timeline with submission dates for the assessable tasks in this subject area will be indicated in this section:

Assessable tasks	Date
Activity 1. Analysis of leadership characteristics	Weeks 03–04
Activity 2. Persuasive communication	Weeks 06–07
Activity 3. Topic 1 conclusions	Weeks 07–08
Activity 4. Midterm objective test	Weeks 09–11
Activity 5. Selecting the business proposal	Weeks 11–12
Activity 6. Topic 2 conclusions	Weeks 13–14
Activity 7. Management of organisations	Weeks 15–16
Activity 8. Topic 3 conclusions	Weeks 17–19
Activity 9. Final submission of business proposal	Weeks 17–19
Activity 10. Final objective test (public defence)	Weeks 17–19

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Ekman, P.: “Qué dice ese gesto”
- Rodríguez, José Ma: “El factor humano en la empresa”
- Vallejo Nagera, A.: “Aprender a hablar en público hoy”
- Sunz-ZU, el arte de la guerra
- Normativas LOPD y AGPD
- BOE Nuevas Tecnologías.
- Fernando Trías de Bes: “El libro negro del emprendedor: no digas que nunca te lo advirtieron” / CRAI UEM
- Nonaka y Takehuchi (1995) "The Knowledge-Creating Company", Oxford University Press, EEUU.
- OCHMAN, M. (2010). La negociación efectiva: una apuesta interdisciplinaria en un mundo interdependiente. México.
- ROBBINS, S. (2004). Comportamiento organizacional. México: Pearson.
- RUIZ, M. (2016). 100 líderes para la historia. Madrid: Infova.

10. DIVERSITY AWARENESS UNIT

Students with special educational needs:

To ensure equal opportunities, curricular adaptations or adjustments for students with special educational needs will be outlined by the Diversity Awareness Unit (UAD, Spanish acronym).

As an essential requirement, students with special educational needs must obtain a report about the curricular adaptations/adjustments from the Diversity Awareness Unit by contacting unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degrees and the learning process.

These surveys will be available in the survey area of your campus virtual or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.