

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	2025/206
Coordinating professor	Saray Cáliz
Professor	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:

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
TOTAL	150

7. ASSESSMENT

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

Assessment system	Weight
Knowledge test: - 30 questions exam with 3 multiple choice	40%
Case analysis and problem solving: - Performance assessment activity (undercover boss activity)	15%
Oral Exposition: - Leadership skills workshop design (5%) - Leadership skill workshop implementation (10%)	15%
Portfolio I: Proyecto Grupal Intercurricular: "Diseño Integral para la Contratación y Bienestar de Personal Sanitario": This activity is carried out in coordination	10%

with the Health Psychology and Advanced Psychopathology course, as part of an integrated curriculum activity.	
Portfolio II: - Activities: <ul style="list-style-type: none"> ○ If you were in the introductory session, a small reflection on the activity “marshmallow tower” answering the questions of the ppt.. ○ Mandatory assistance to the employability talk and your CV and LinkedIn. ○ Analysis of the two leaders (topic 4) ○ New year’s resolution activity (topic 5) ○ Strategies to improve the subject activity (topic 6) 	10%
Participation in debates and forums - A debate related to the topic of diversity will be conducted in class. Students will be graded with 0.5 points out of 1 for doing research about the topic submitting questions for the debate and attending the debate, and 0.5 points out of 1 for exceptional participation in the debate.	10%

- **Attendance to the simulation:** Only one absence is allowed, whether justified or not. If a student accumulates **more than one absence**, regardless of justification, they will **fail the course in the regular evaluation** and will be required to **make it up during the extraordinary call**, attending in person to complete a mandatory *role-play*.

When you access the course on 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 grade of 5,0 in the exam (knowledge test) as well as in all other activities independently (described above) except for the debate about multiculturalism (participation in debates and forums section), to be able to pass the subject.

PLAGIARISM AND USE OF AI

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade (“0”) in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary

action following the opening of a disciplinary proceeding.

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

Late submissions of mandatory assignments will result in the activity not being graded, and a numerical grade of 0 will be assigned

Simulation

Uniform Requirement for Simulation Sessions: Whenever simulation activities are conducted, students are required to wear the appropriate uniform (grey scrub top and trousers) in the simulated hospital. Students who do not attend with the complete uniform will not be allowed to participate in the simulation and will be marked as absent for that session. There will be a limit on the number of absences from simulation sessions, regardless of whether they are justified or not, as missing these sessions prevents students from acquiring the necessary competencies through this methodology.

Only one absence is allowed, whether justified or not. If a student accumulates **more than one absence**, regardless of justification, they will **fail the course in the regular evaluation** and will be required to **make it up during the extraordinary call**, attending in person to complete a mandatory *role-play*.

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 grade of 5,0 in the exam (knowledge test) as well as in all other activities independently (described above) except for the debate about multiculturalism (participation in debates and forums section), to be able to pass the subject.

The following details how each of the activities can be recovered during the extraordinary call:

- **Simulations:** Students must attend an in-person session in which a role-play will be conducted with the student or students who need to retake the course.
- **Case analysis and problem solving:** the students will have to do research on how performance reviews are done in companies. To do so, you will have to prepare an interview and interview extensively at least 5 people who have faced a performance review as employees or evaluators. You should collect information about the company in which they work or worked, what kind of position they held, how the evaluation worked, whether or not it was linked to some kind of benefit or punishment, how they felt at the time of the evaluation... The interview must be recorded in video and attached to the final document. Once the interviews have been carried out, they should analyze the information extracted from each of them and create a report in which they make a critical reflection.

- **Oral exposition:** Working individually or in group students will design a 45-minute individual session to **improve one of the management skills mentioned in the Leadership topic in class**. The students will implement the session in class with the professor.
- **Debate:** Students will be graded with 0.5 points out of 1 for doing research about the topic submitting questions for the debate and attending the debate, students must debate the selected topics with the instructor and, if applicable, with any classmates who also have failed this section. Depending on their participation and contributions, students may earn up to an additional 0.5 points.
- **Portfolio I: Proyecto Grupal Intercurricular: "Diseño Integral para la Contratación y Bienestar de Personal Sanitario":** Design a selection process for hiring healthcare personnel.
- **Portfolio II:** Same activities than in ordinary call

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

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.