



# **Leadership Course syllabus**

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**August – December 2018**

**VIII Cycle**

**Suzanne Garriques**

## **I. General Course Information**

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Course	: Leadership	Code	: 0875
Requirements	: Psicodinámica de las Organizaciones, Cultura y Clima Organizacional y Corporativo	Credits	: 3
Semester	: 2018-2	Cycle	: VIII

## **II. Course Outline**

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This course is both theoretical and practical and it presents different theoretical approaches to leadership and leadership styles. It also offers strategies so students can develop leadership through peer and self-evaluation as well as exercises that promote these abilities.

We will think critically about what effective leadership means, the traits and ethics that should accompany leadership, the motivation that guides leaders, how they influence and motivate others, utilize power and promote change.

## **III. Course objectives**

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The course has two objectives: First it seeks to analyze the historic relevance of leadership as a concept for the understanding of theoretical perspectives and their evolution. By the end of the course, the student should be able to understand the links between leadership and current developments in people management and human behavior in organizations as well as to identify the primary management abilities related to leadership in organizations. Second it aspires to help the participants to develop their own leadership abilities by assessing and monitoring the evolution of their leadership competencies during the course with the help of their teammates.

## **IV. Learning outcomes**

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By the end of the course, the student should:

- Understand the importance of the leadership concept.
- Be able to identify the core elements that influence leadership in organizations to optimize control and direction in management.
- Identify different leadership theories and understand their practical application in organizations.
- Identify the leader as a key figure in organizations and analyze his/her leadership style.
- Be able to identify the key competences necessary for leadership development.
- Develop and use leadership skills in the management of group and team projects.

## **V. Methodology**

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This course offers a teaching perspective that is based on the combination of activities that promote the transfer of knowledge through exposure to the theory and practice. This invites students to act independently and creatively based on a strong professional motivation that allows them to persevere in seeking solutions. Learning sessions combine professor and students' presentations with class activities such as group dynamics, case analysis and discussions so students' active participation is expected.

Therefore, **the reading of the chapters of the texts and supplementary materials selected are mandatory and must be completed by students on schedule.**

## VI. Evaluation

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The evaluation system is permanent and comprehensive. The course grade is obtained by averaging the ongoing assessment or PEP (60%), the midterm (20%) and final exam (20%).

Ongoing assessment is the weighted average of the corresponding activities to track students' learning process: reading controls, presentations, case analyses, self-development report and final group project. The weights within the ongoing assessment are described in the following table.

Ongoing Assessment (PEP) 60%		
Type of Evaluated Activity	Description	Weight %
Reading controls	8 reading controls *	32
Case analysis	5 case analysis *	20
Presentations	3 presentations *	24
Report on Development of Leadership Competencies	Individual Leadership Assessment Report	10
Group project	Final Group Project	14
Total PEP	All evaluated activities	100

\*These activities will take place at the beginning of the first hour. Students must be prepared and *in the classroom on time (10 minutes past the hour at latest)* in order to carry out the activity and receive a grade.

The final average (PF) is obtained as follows:

$$PF = (0, 20 \times EP) + (0, 60 \times PEP) + (0, 20 \times EF)$$

The **Final Team Project and the 5 Case Analyses** involve applying the different concepts of leadership and people management to a case that will be provided. Each group has to analyze the case and answer the questions.

The Final Project will be graded using the following criteria:

- Intellectual understanding: How convincing is your analysis? Do you bring meaningful order and insight to the evidence you report?
- Mastery: Do you make effective use of class concepts in analyzing the case?

- Validity: Do you provide evidence to illustrate your point? .
- Creativity: Are you able to extend, modify, or elaborate on the concepts you employ?

### **The Individual Leadership Competency Report**

The report will involve the analysis of information provided to each student by his or her teammates at the start and at the end of the course. Each team member will qualify 5 leadership competencies of his or her teammates in an anonymous manner after the third class. Students will receive feedback from the teacher regarding their level regarding each one and the opportunities of improvement (specific behaviors that receive the lowest qualification on the part of their teammates).

Each student will formulate a Competency Improvement Plan to execute during the following weeks. After the 12<sup>th</sup> class, the evaluation process will take place again and new feedback will be provided. The final report involves the student's self-analysis of his or her progress to determine in which areas there has been improvement (or not), and where strengths and future advancement opportunities lie.

The formats for the Final Team Project, the Individual Leadership Competency Development Plan and the Individual Leadership Competency Report will be provided on the Aula Virtual.

## **VII. Attendance, Punctuality and Evaluated Activities**

Attendance will be taken at the beginning of each session. Students are expected to be in the classroom no more than 10 minutes after the hour the class is scheduled to begin. At that time the door will be locked and students arriving late will be considered absent from the first hour and will have to wait until the second hour to enter.

The maximum percentage of absences is 25% or 14 of the 56 hour duration of the class. If a student is absent from more than 14 hours of class, the teacher will apply the sanctions stipulated in the regulations and prohibit the student from taking the Final Exam.

Evaluated activities 1, 2 and 3 (Reading Controls, Case Analyses and Presentations will begin at 10 minutes past the hour. The grades earned on these activities are NOT "replaceable" with other activities or assignments.

## **VIII. Communication**

Communication will be direct, in class, through the Aula Virtual and via email. It is important for the students to READ THEIR UESAN EMAIL. The Course Delegate will be advising through Whatsapp when important communications have been sent via email.

## VIII. Topics

WEEK	CONTENTS	ACTIVITIES/ ASSESSMENT
<p style="text-align: center;"><b>1°</b> August 20th to 25th</p>	<p><b>UNIT 1: OVERVIEW OF THE CONCEPT OF LEADERSHIP</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the Course</li> <li>2. Defining leadership</li> <li>3. Are leaders born or made?</li> </ol>	<p><b><u>Tuesday, August 21st</u></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development</i>. Chapter 1 pp 1 – 21</p> <ul style="list-style-type: none"> <li>• <b>Course Syllabus Presentation</b></li> <li>• <b>Selection of Class Delegate</b></li> <li>• <b>Determination of Work Teams</b></li> <li>• <b>Team Dynamic</b></li> <li>• <b>Assign readings for Control #1</b> <ul style="list-style-type: none"> <li>○ The 9 Traits That Define Great Leadership</li> <li>○ Top 10 Leadership Qualities That Make Good Leaders</li> <li>○ What Is Leadership?</li> </ul> </li> </ul>
	<ol style="list-style-type: none"> <li>4. Levels of analysis               <ol style="list-style-type: none"> <li>4.1. Individual, Group, Organizational</li> <li>4.2. Leadership theory paradigms</li> </ol> </li> </ol>	<p><b><u>Thursday, August 23rd</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading Control #1 done in teams</b></li> <li>• <b>Teacher Presentation</b></li> <li>• <b>Team discussion:</b> by Brittney Helmrich</li> <li>• <b>Assign readings for Control #2 to be done in Teams</b> <ul style="list-style-type: none"> <li>○ 10 Benefits of Teamwork in the Workplace</li> <li>○ 10 Tips for Better Teamwork</li> <li>○ How to Promote Effective Teamwork in the Workplace</li> </ul> </li> </ul>
<p style="text-align: center;"><b>2°</b> August 27th to September 1st</p>	<p><b>UNIT 2: TEAMWORK AND TEAMLEADERSHIP</b></p> <ol style="list-style-type: none"> <li>1. Importance of Teamwork in Organizations</li> <li>2. Teams vs. Groups</li> <li>3. Advantages and Disadvantages of Teamwork</li> <li>4. Characteristics of Effective Teams</li> </ol>	<p><b><u>Tuesday, August 28th</u></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development</i>. Chap 8 pp. 279-291</p> <ul style="list-style-type: none"> <li>• <b>Reading Control #2 done in teams</b></li> <li>• <b>Teacher Presentation</b></li> <li>• <b>Teambuilding Exercises</b></li> </ul>

	<p><b>UNIT 3: THEORETICAL ASPECTS IN LEADERSHIP</b></p> <ol style="list-style-type: none"> <li>1. Personality traits and leadership <ol style="list-style-type: none"> <li>1.1. The big five model</li> <li>1.2. Personality profiles</li> <li>1.3. Traits of effective leaders</li> <li>1.4. Personality profiles of effective leaders</li> <li>1.5. Leadership Attitudes: <ul style="list-style-type: none"> <li>Self Concept</li> <li>Theory X and Y</li> <li>The Pygmalion Effect</li> </ul> </li> </ol> </li> </ol>	<p><b><u>Thursday, August 30th</u></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 2 pp 31 – 45</p> <ul style="list-style-type: none"> <li>• <b>Team Presentations:</b></li> <li>• <b>Presentation 1: PP 32 - 36</b></li> <li>• <b>Presentation 2: PP 37 - 41</b></li> <li>• <b>Presentation 3: PP 42 – 50</b></li> <li>• <b>Article (read and discuss in class):</b> “30 Ways to Define Leadership” by Brittney Helmrich</li> </ul>
<p><b>3°</b></p> <p>September 3rd to 8th</p>	<ol style="list-style-type: none"> <li>2. Ethical leadership <ol style="list-style-type: none"> <li>2.1. Being an ethical leader</li> <li>2.2. Ways in which unethical behavior is “justified”</li> <li>2.3. Moral development</li> </ol> </li> </ol>	<p><b><u>Tuesday, September 4<sup>th</sup></u></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 2 pp 52 – 59</p> <ul style="list-style-type: none"> <li>• <b>Case analysis #1 to be done in Teams “Juan’s Ethical Dilemma”</b></li> <li>• <b>Team Presentation: PP 52 – 59</b></li> <li>• <b>Video analysis and discussion:</b> Ethical Leadership: Best Practices</li> </ul>
	<p><b>UNIT 4: LEADERSHIP BEHAVIOR AND MOTIVATION</b></p> <ol style="list-style-type: none"> <li>1. Leadership styles and Behavior: University of Iowa, University of Michigan, Ohio State University, Leadership grid</li> <li>2. Leadership and major motivation theories <ol style="list-style-type: none"> <li>1.1 The motivation process</li> <li>1.2 Three major classifications of motivation theories</li> <li>1.3 Content motivation theories</li> <li>1.4 Process motivation theories</li> </ol> </li> </ol>	<p><b><u>Thursday, September 6<sup>th</sup></u></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 3 pp 70 – 90</p> <ol style="list-style-type: none"> <li>1. <b>Team Presentations:</b></li> <li>2. <b>Presentation 1 pp. 68 – 78</b></li> <li>3. <b>Presentation 2 pp 79 - 88</b></li> <li>4. <b>Teacher’s presentation: Leadership Competencies: Team Evaluations, Individual Plans and Final Reports</b></li> <li>5. <b>Assign Reading Control #3“:</b> Employee Engagement: The Leader’s Role</li> </ol>
<p><b>4°</b></p> <p>September 10th to 15th</p>	<p><b>UNIT 4: LEADERSHIP THEORIES AND MODELS</b></p> <ol style="list-style-type: none"> <li>1.5 Reinforcement theory</li> <li>1.6 Putting the Motivational Theories Together</li> </ol>	<p><b><u>Tuesday, September 11th</u></b></p> <p><b>Readings:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 3 pp. 89 – 100</p> <ul style="list-style-type: none"> <li>• <b>Reading Control # 3:</b> “Employee Engagement: The Leader’s Role</li> <li>• <b>Team Presentations: pp. 92 – 99</b></li> <li>• <b>Teacher Presentation:</b> Engagement</li> <li>• <b>Video – view and discuss:</b> Motivation</li> </ul>

	<p style="text-align: center;"><b>UNIT 5: CONTINGENCY LEADERSHIP MODELS</b></p> <ol style="list-style-type: none"> <li>1. Contingency Leadership Models             <ol style="list-style-type: none"> <li>1.1. Variables</li> <li>1.2. Fiedler’s Contingency Leadership theory and model</li> <li>1.3. Tannenbaum &amp; Schmidt’ Leadership Continuum theory and model</li> <li>1.4. House’s Path-goal Leadership theory and model</li> <li>1.5. Hersey- Blanchard Situational Leadership Theory</li> </ol> </li> </ol>	<p><b>Thursday, September 13<sup>th</sup></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 5 pp. 150 – 165</p> <ul style="list-style-type: none"> <li>• <b>Team Presentations:</b></li> <li>• <b>Presentation 1: PP 154 – 158</b></li> <li>• <b>Presentation 2: PP 159 - 165</b></li> <li>• <b>Teacher Presentation:</b> Blanchard and Hersey’s Situational Leadership Model and Diagnostic Test</li> <li>• <b>Assign Case Analysis #2:</b> Find an acquaintance in a leader role and ask him / her to apply the Situational Leadership Self Diagnostic Test, analyze and present conclusions</li> </ul>
<p><b><u>DUE DATE:</u> LEADERSHIP COMPETENCY EVALUATION FILES MUST BE SENT TO THE TEACHER’S EMAIL: <a href="mailto:sgarriqu1@yahoo.com.mx">sgarriqu1@yahoo.com.mx</a> at latest by Saturday, September 15th</b></p>		
<p><b>5°</b></p> <p>September 17th to 22nd</p>	<p style="text-align: center;"><b>UNIT 6: LEADER – FOLLOWER RELATIONSHIPS AND TEAMS</b></p> <ol style="list-style-type: none"> <li>1. Leader Follower Relations             <ol style="list-style-type: none"> <li>1.1 Evolution of the Dyadic Theory</li> <li>1.2 Leader Member Exchange Theory</li> <li>1.3 Followership</li> </ol> </li> </ol>	<p><b>Tuesday, September 18<sup>th</sup></b></p> <p>Reading: Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 7</p> <ul style="list-style-type: none"> <li>• <b>Teacher Presentation: PP 240 – 246</b></li> <li>• <b>Team Presentations:</b></li> <li>• <b>Presentation 1: PP 247 – 254</b></li> <li>• <b>Presentation 2: PP 254 – 263</b></li> <li>• <b>Video:</b> “in group- out group” view and discuss</li> <li>• <b>Assign Article for Reading Control #4</b> “7 Office Politics Lessons You Should Learn in your 20’s” Bonnie Marcus.</li> </ul>
	<p style="text-align: center;"><b>UNIT 7: POWER, POLITICS AND ORGANIZATIONAL LEADERSHIP</b></p> <ol style="list-style-type: none"> <li>1. Power and Leadership             <ol style="list-style-type: none"> <li>1.1. Sources of Power</li> <li>1.2. Types of Power</li> </ol> </li> </ol>	<p><b>Thursday, September 20<sup>th</sup></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 4 pp 108 – 119</p> <ul style="list-style-type: none"> <li>• <b>Reading Control #4</b> – done individually</li> <li>• <b>Teacher Presentation</b></li> <li>• <b>Team Dynamic:</b> “Its Greek to Me”</li> </ul>
<p><b>6°</b></p> <p>September 24th to 29th</p>	<ol style="list-style-type: none"> <li>1.3 The Nature of Organizational Politics</li> <li>1.4 Guidelines for Developing Political Skills</li> </ol>	<p><b>Tuesday, September 25<sup>th</sup></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 4 pp 120 – 141</p> <ul style="list-style-type: none"> <li>• <b>Team Presentations:</b></li> </ul>

	1.5 Negotiation	<ul style="list-style-type: none"> <li>• <b>Presentation 1: PP 120 – 126</b></li> <li>• <b>Presentation 2: PP 127 – 133</b></li> <li>• <b>Teacher Presentation: PP 133-141</b></li> <li>• <b>Team Dynamic exercise: 1 minute Self - Sell</b></li> </ul>
	<b>UNIT 8: LEADERSHIP OF CULTURE, ETHICS AND DIVERSITY</b> 1.. Culture Creation and Sustainability 2.. Low and High Performance cultures 3.. Cultural Value Types 4. Value Based Leadership	<b>Thursday, September 27<sup>th</sup></b> <b>Reading:</b> Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development</i> . Chapter 10 pp 369 - 382 <ul style="list-style-type: none"> <li>• <b>Team Presentations:</b></li> <li>• <b>Presentation 1: PP 369 – 377</b></li> <li>• <b>Presentation 2: PP 378 – 382</b></li> <li>• <b>Teacher Presentation: PP 382 – 390</b></li> <li>• <b>Assign articles for Case Analysis 3# Jonathan Martin and the Miami Dolphins</b></li> </ul>
<b><u>DUE DATE:</u> The Individual Leadership Competency Development Plan should be sent to the teacher's email by Friday September 28th</b>		
<b>7°</b> October 1st to 06 <sup>th</sup>	5. National Culture Identities – Hofstede's Dimensions 6. Changing Demographics and Diversity	<b>Tuesday, October 2<sup>nd</sup></b> <b>Reading:</b> Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development</i> . Chapter 10 pp 391 - 405 <ul style="list-style-type: none"> <li>• Case Analysis 3: Jonathan Martin and the Miami Dolphins- done in teams</li> <li>• <b>Teacher presentation</b></li> <li>• View scenes from the movie "42"- the Jacky Robinson Story and discuss</li> </ul>
<b><u>DUE DATE</u> = The Situational Leadership Report should be sent to the teacher's email by Tuesday, October 2<sup>nd</sup></b>		
	Situational Leadership Midterm Review	<b>Thursday, October 4<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <b>Team Presentations with conclusions:</b> Results of the application of the <b>Situational Leadership Self- diagnostic Instrument ALLTEAMS</b></li> <li>• <b>Teacher presentation:</b> Review of topics for Midterm</li> </ul>
<b>8°</b> October 8th to 13th	<b>MID TERM EXAM</b>	
<b>9°</b>	<b>UNIT 9: ORGANIZATIONAL LEADERSHIP</b> 1. Charismatic leadership	<b>Tuesday, October 16<sup>th</sup></b> <b>Reading:</b> Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development</i> . Ch 9 pp 329 – 356



<p>October 15th to 20th</p>	<p>2. Transformational leadership</p>	<ul style="list-style-type: none"> <li>• <b>Team Presentations</b></li> <li>• <b>Presentation 1: PP 329 - 347</b></li> <li>• <b>Presentation 2: PP 347- 356</b></li> <li>• <b>Video Analysis:</b> “I Have a Dream” Martin Luther King” August 1963</li> <li>• <b>Assign Articles for Reading Control #5</b> <ul style="list-style-type: none"> <li>○ What is Charismatic Leadership? Leading Through Personal Conviction</li> <li>○ Is There A Dark Side To Charismatic Leadership?</li> <li>○ Why Is the Most Charismatic Leadership Also The Most Dangerous One?</li> </ul> </li> </ul>
	<p>3. Stewardship and Servant Leadership</p>	<p><b>Thursday, October 18<sup>th</sup></b>  <b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development</i> Ch. 9 pp.356 – 360</p> <ul style="list-style-type: none"> <li>• <b>Reading Control #5</b> – done in teams</li> <li>• <b>Team Presentation: PP 356 – 360</b></li> <li>• View Scenes from movie: “Freedom Writers” and discuss</li> </ul>
<p>10°</p>	<p>4. Strategic leadership and change management  4.1. Strategic Leadership  4.2. Strategic Failures  4.3 The Strategic Management Process</p>	<p><b>Tuesday, October 23<sup>rd</sup></b>  <b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development</i> Chapter 11 pp. 417- 431</p> <ul style="list-style-type: none"> <li>• <b>Teacher Presentation</b></li> <li>• Analysis of Vision and Mission Statements</li> <li>• Assign Article for Reading control #6 : <i>Managing Change, The Leadership Challenge.</i></li> </ul>
<p>October 22nd to 27th</p>	<p>4.4 Implementing change</p>	<p><b>Thursday, October 25<sup>th</sup></b>  <b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development</i> Ch. 11 pp 431 – 442</p> <ul style="list-style-type: none"> <li>• <b>Reading Control #6</b> – done individually</li> <li>• <b>Team Presentations:</b></li> <li>• <b>Presentation 1 PP 431 - 435</b></li> <li>• <b>Presentation 2 PP435 -438</b></li> <li>• <b>Presentation 3 PP 438 - 442</b></li> </ul>

<p style="text-align: center;"><b>11°</b></p> <p style="text-align: center;">October 29th to November 3rd</p>	<p style="text-align: center;">5.The importance of Emotional Intelligence in Organizational Leadership</p>	<p><b><u>Tuesday, October 30<sup>th</sup></u></b>  <b>Readings:</b></p> <ul style="list-style-type: none"> <li>• 5 Aspects of Emotional Intelligence Required for Effective Leadership by Brent Gleeson</li> <li>• Emotional Intelligence is No Soft Skill by Laura Wilcox</li> <li>• 10 Reasons Why Emotional Intelligence is Critical for Leaders by Tracey Crossley</li> <li>• 6 Leadership Styles, When to Use Each One by Robyn Benicasa</li> <li>• <b>Team Presentations:</b></li> <li>• <b>Presentation 1: 1<sup>st</sup> Article</b></li> <li>• <b>Presentation 2: 2<sup>nd</sup> Article</b></li> <li>• <b>Presentation 3: 3<sup>rd</sup> Article</b></li> <li>• <b>Teacher Presentation 4<sup>th</sup> Article</b></li> </ul>
	<p><b>RECAP: ORGANIZATIONAL LEADERSHIP</b></p>	<p><b><u>Thursday, November 1<sup>st</sup></u></b>  <b>Review readings on:</b></p> <ul style="list-style-type: none"> <li>• Leadership Styles, Behavior and Motivation (Text pp 70 – 75)</li> <li>• Power: Sources and Types of Power (Text pp 110 – 119)</li> <li>• Article on Emotional Intelligence and Leadership Styles</li> <li>• Change Management (Text pp 431 – 442) Case Analysis #4: INDUSTRIAL SUPPLIES SAC</li> <li>• <b>Assign Article for Reading Control #7 “Managing Oneself” by Peter Drucker</b></li> </ul>
<p style="text-align: center;"><b>12°</b></p> <p style="text-align: center;">November 5<sup>th</sup> to 10<sup>th</sup></p>	<p><b>UNIT 10: DEVELOPING LEADERSHIP ABILITIES</b></p> <p>1. Managing One’s Self  1.1. Self-Leadership  1.2. Career Development  1.3. Personal Philosophy of Life</p>	<p><b><u>Tuesday, November 6<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading Control #5 “Managing Oneself”.</b></li> <li>• <b>Teacher Presentation:</b></li> <li>• Self - Leadership, Career Development, Personal Philosophy of Life</li> <li>• Video and discussion:  My Philosophy for a Happy Life by Sam Burns, TED Talk,</li> </ul>
	<p>2 Interpersonal skills  2.1. Building relationships by Communicating supportively</p>	<p><b><u>Thursday, November 8<sup>th</sup></u></b>  <b>Reading:</b> Whetten, D. &amp; Cameron, K. (2011). <i>Developing management skills</i>. Ch. 4 PP. 238 – 260</p>

	2.2 The 8 Principles of Supportive Communication	<ul style="list-style-type: none"> <li>• <b>Teacher Presentation: PP 238 – 246</b></li> <li>• <b>Team Presentation: Principles 1 – 4 PP 247 – 253</b></li> <li>• <b>Team Presentation: Principles 5 – 8 PP 253 - 260</b></li> <li>• <b>Group Dynamic:</b> Designing conversations based on the 8 principles of Supportive Communication</li> </ul>
13° November 12th to 17th	3.. Managing Conflict	<p><b><u>Tuesday, November 13<sup>th</sup></u></b></p> <p><b>Reading:</b> Lussier, R., &amp; Achua, C. <i>Leadership: theory, application and skill development</i> Ch. 6 pp 210 - 218</p> <ul style="list-style-type: none"> <li>• <b>Teacher Presentation</b></li> <li>• <b>Group Dynamic: The Prisoners' Dilemma</b></li> <li>• <b>Assign Article for Reading Control #8 "8 Steps to Personal Empowerment"</b></li> </ul>
	4. Empowering	<p><b><u>Thursday, November 15<sup>th</sup></u></b></p> <p><b>Reading:</b> Whetten, D. &amp; Cameron, K. . <i>Developing management skills.</i> Chapter 8, pp. 443-463</p> <ul style="list-style-type: none"> <li>• <b>Reading Control #8</b></li> <li>• <b>Teacher Presentation PP 443-447</b></li> <li>• <b>Team Presentation 1 PP 441- 451</b></li> <li>• <b>Team Presentation 2 PP 451-463</b></li> </ul>
<p><b><u>DUE DATE</u> = Individual Leadership Competency Report should be sent to the teacher's email by Saturday, NOVEMBER 17<sup>th</sup></b></p>		
14° November 19th to 24th	5. Delegating	<p><b><u>Tuesday, November 20<sup>th</sup></u></b></p> <p><b>Reading:</b> Whetten, D. &amp; Cameron, K. . <i>Developing management skills.</i> Chapter 8, pp. 463 – 470</p> <ul style="list-style-type: none"> <li>• <b>Team Presentation: PP 463 – 470</b></li> <li>• <b>Team Dynamic:</b> Levels of Delegation</li> </ul>
	6. Stress Management	<p><b><u>Thursday November 22<sup>nd</sup></u></b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Article "7 Secrets to Reducing Leadership Stress" by Joe Scherrer</li> <li>• Article: "Stress in the Workplace Managing Job and Workplace Stress" HELPGUIDE.ORG</li> <li>• <b>Teacher Presentation</b></li> <li>• <b>Team Presentation: Art. 1</b></li> <li>• <b>Team Presentation: Art 2</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Assignment for next class: View the movie “SHACKLETON”</li> </ul>
<p><b><u>DUE DATE</u> = ALL GROUPS SEND THEIR FINAL GROUP PROJECT TO THE TEACHER’S EMAIL BY Saturday, November 24th</b></p>		
<p><b>15°</b> November 26th to December 1st</p>	7. Crisis Management	<p><b>Tuesday, November 27<sup>th</sup></b> Case Analysis #5 on the Leadership Examples in “SHACKLETON”- done in teams.</p>
	Final Group Project and Review	<p><b>Thursday, November 29</b> <b>Team Presentations of Final Project</b> <b>Final Exam Review:</b> <b>Teacher Presentation</b></p>
<p><b>16°</b> December 3rd to 8th</p>	<p><b>FINAL EXAM</b></p>	

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## **IX. Professor**

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