



Leadership and People Management

Syllabus

August - December 2018

VIII Cycle

Professor

Suzanne Garriques K.

I. General course information

Course : Leadership and People Management

Code : 0901

Requirements : Derecho Laboral Empresarial

Credits: 3

Semester : 2018-2

Cycle : VIII

II. General Overview

The purpose of the course is to provide the students with a theoretical knowledge of Leadership and its relevance as a concept as well as provide them with opportunities to apply this knowledge in analyzing, understanding and solving problems in the modern business world as well as developing their own leadership competencies.

III. Course objectives

- Gain clarity with respect to leadership principles, values, and ethical boundaries..
- Introduce the student to the tasks, strategies, and skills of effective leadership.
- Learn how to build teams and how to work in teams to maximize results.
- Understand the concept of core competencies, how the concept is used in managing and optimizing organizational performance.
- Initiate the journey of defining and developing the students' own core competencies.

IV. Learning outcomes

By the end of the course, the student should:

- Understand the importance of leadership as a concept.
- Identify different leadership theories and understand their practical application in organizations.
- Be able to identify the major elements that influence leadership in organizations to optimize control and direction in management.
- Be able to identify their own key competencies and the implication for their future as professionals, taking responsibility for their development.
- Be able to create personal leadership development plans to guide them throughout their lives.

V. Methodology

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. Learning sessions combine professor and students' presentations as well as discussions, group dynamics, case analysis and other activities in which students' 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

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

Ongoing evaluation is the weighted average of the corresponding assessments to track student learning process: case analysis, presentations, reading controls and team assignments.

The weights within the ongoing evaluation are described in the following table.

Ongoing Assessment (PEP) 60%		
Type of Evaluated Activity	Description	Weight %
Reading controls	4 reading controls *	24
Case analyses	2 situational case analyses*	12
	1 business case analysis (in 3 parts)	18
Presentations	2 presentations **	12
Team Assignments	4 –short activities; questionnaires, mini presentations, role playing / group dynamic activities.***	16
Leadership Competency Development	Individual Leadership Competency Report	18
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. If the student arrives after the start of the activity, he or she will receive a grade of “0”.

** These activities will be graded at random. The student who is not present in the activity evaluated will receive a grade of “0”.

***These activities will be graded when they take place. The student who is not present and, therefore, does not participate, will receive a grade of “0”.

The final average (PF) is obtained as follows:

$$PF = (0, 20 \times MTE) + (0, 60 \times PEP) + (0, 20 \times FE)$$

MTE = Mid-term exam

PEP = Permanent evaluation grade

FE = Final exam

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 12th 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.

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% of the 42 hour duration of the class. If a student is absent from more than 12 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.

XI. Topics

WEEK	CONTENTS	ACTIVITIES / EVALUATION
1 ^o <i>August 20th to 25th</i>	<p>UNIT 1: LEADERSHIP OVERVIEW: DEFINITIONS AND THEORY</p> <ol style="list-style-type: none"> 1. Defining leadership 2. Are leaders born or made? 3. Levels of analysis <ol style="list-style-type: none"> 3.1. Individual-Group-Organizational 3.2. Leadership theory paradigms 	<p>1st Class, August 20th</p> <p>Reading: Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development</i>. Chapter 1 pp 1 – 21</p> <ul style="list-style-type: none"> • Course Syllabus Presentation • Selection of Class Delegate • Determination of Teams • Teacher Presentation • Team Dynamic - Puzzles • Designation of Team Assignment for next class: <p>Readings about Teamwork for "mini presentations" in following class:</p> <ul style="list-style-type: none"> ○ 10 Benefits of Teamwork in the Workplace ○ 10 Tips for Better Teamwork

		<ul style="list-style-type: none"> ○ How to Promote Effective Teamwork in the Workplace ○ Effective Teamwork Strategies for Law Firms ○ The Importance of Teamwork in the Modern Law Firm
<p style="text-align: center;">2°</p> <p style="text-align: center;"><i>August 27th to September 1st</i></p>	<p style="text-align: center;">UNIT 2: TEAMWORK AND TEAMLEADERSHIP</p> <ol style="list-style-type: none"> 1. Importance of Teamwork in Organizations 2. Teams vs. Groups 3. Advantages and Disadvantages of Teamwork 4. Characteristics of Effective Teams 5. Teamwork in the Law Profession 	<p>2nd Class, August 27th</p> <p>Reading: Lussier, R., & Achua, C. (<i>Leadership: theory, application and skill development</i>. Chap 8 pp. 279-291</p> <ul style="list-style-type: none"> • “mini presentation” – done by teams • Teacher Presentation • Teambuilding Exercises • Assign Articles for Reading Control #1 Assignment for 3rd Class (to be done in teams) ○ The 9 Traits That Define Great Leadership ○ Top 10 Leadership Qualities That Make Good Leaders ○ What Is Leadership?
<p style="text-align: center;">3°</p> <p style="text-align: center;">September 3rd to 8th</p>	<p style="text-align: center;">UNIT 3: LEADERSHIP TRAITS AND ETHICS</p> <ol style="list-style-type: none"> 1. Personality traits and leadership: The Big Five ; Personality profiles; traits and profile of effective leaders 2. Leadership attitudes: Theory X and theory Y: The Pygmalion effect: Self-concept 3. Ethical leadership: Personality Traits and Attitudes and Moral Development: How people justify unethical behavior; Being and Ethical leader 	<p>3rd Class, September 3rd</p> <p>Reading: Lussier, R., & Achua, C. (<i>Leadership: theory, application and skill development</i>. Chapter 2 pp 31 - 59</p> <ul style="list-style-type: none"> • Reading Control #1 – to be done in teams • Team Presentations: • Presentation 1: PP 32 - 36 • Presentation 2: PP 37 - 41 • Presentation 3: PP 42 – 50 • Presentation 4: PP 52 - 59 • Video on Ethical Leadership in organizations • Teacher Presentation: Leadership Competency Evaluation
<p><u>DUE DATE:</u> SATURDAY SEPTEMBER 9TH LEADERSHIP COMPETENCY EVALUATIONS SHOULD BE SENT TO TEACHER’S EMAIL: sgarriqu1@yahoo.com.mx</p>		

<p style="text-align: center;">4°</p> <p style="text-align: center;">September 10th to 15th</p>	<p>UNIT 4: LEADERSHIP AND MOTIVATION</p> <p>1. Leadership styles and Behavior: University of Iowa; University of Michigan; Ohio State University; Leadership Grid</p> <p>2. Motivation Theories: 3 classes of motivation theories</p> <p style="padding-left: 20px;">2.1 Content motivation theories</p> <p style="padding-left: 20px;">2.2 Process motivation theories: Equity Theory: Expectancy Theory; Goal Setting Theory</p> <p style="padding-left: 20px;">2.3. Reinforcement Theory</p> <p>3. "Engagement"</p>	<p>4th Class, September 10th</p> <p>Readings: Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 3 pp. 69 – 98</p> <ul style="list-style-type: none"> • Case Analysis #1: Juan's Dilemma- done in Teams • Team Presentations <li style="padding-left: 20px;">1. Presentation 1 PP. 69-78 <li style="padding-left: 20px;">2. Presentation 2 PP. 79-91 <li style="padding-left: 20px;">3. Presentation 3 PP. 92-98 • Teacher Presentation: Engagement • Assign Article for Reading Control #2 to be done in 5th class (individually) "The Leader's Role in Engagement" by Wilson Learning
<p style="text-align: center;">5°</p> <p style="text-align: center;">September 17th to 22nd</p>	<p>UNIT 5: POWER AND POLITICS IN ORGANIZATIONS</p> <p>1. Defining Power: Types and their bases-dependence</p> <p>2. Organizational Politics Political Behavior</p> <p>3. Developing Political Skills</p> <p>4. Negotiating</p> <p>5. Ethics of Political Behavior</p> <p>6. Power and the Problem of Sexual Harassment – The Corporate Lawyer's Role</p>	<p>5th Class, September 17th</p> <p>Readings:</p> <p>Text -1: Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development.</i> Chapter 4 pp. 109 - 126</p> <p>Text – 2: Robbins S. & Judge T, <i>Organizational Behavior</i>, Chapter 13, pp 421 – 424</p> <ul style="list-style-type: none"> • Reading Control #2- done in class individually • Teacher Presentation • Group Dynamic: "It's Greek to Me"- the importance of Expert Power • Team Assignment: Read and discuss articles in class ○ How to succeed in business without eating your soul for breakfast ○ Earning Influence and Power in the Workplace ○ What I learned about office politics that changed my career
<p style="text-align: center;">6°</p> <p style="text-align: center;">September 24th to 29th</p>	<p>UNIT 6 LEADERSHIP OF CULTURE, DIVERSITY AND ETHICS</p> <p>3.1. Culture Creation and Sustainability</p> <p>3.2. Cultural Value Types</p> <p>3.3. Value Based Leadership</p> <p>3.4. National Culture Identities- Hofstede's dimensions</p> <p>3.5 Changing Demographics and Diversity.</p>	<p>6th Class; October 1st</p> <p>Readings:</p> <p>Text: Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development</i> Chapter 10 pp 369-405</p> <p>Articles: "Jonathan Martin and the Bullying Incident within the Miami Dolphins" and "Dolphins: Leadership, Organizational Culture and Empty Words"</p> <ul style="list-style-type: none"> • Case Analysis #2: Miami Dolphins: Problems in the Culture (done in class in teams): • Team Presentations • Presentation 1 PP 370 – 378 • Presentation 2 PP 378 - 386 • Presentation 3 PP 386 - 390 • Teacher Presentation • Assign viewing of movie "42" The Jacky Robinson Story for

		Team Assignment discussion in class 7
7° October 1st to 06 th	LEADERSHIP TRAITS AND BEHAVIOR. LEADERSHIP OF DIVERSITY AND ETHICS.	7th Class, October 1st <ul style="list-style-type: none"> Team Assignment: View scenes from the movie “42” and identify examples of leadership traits and behavior and behavior related to diversity and ethics Review for mid-term exam
8° October 8th to 13th	MIDTERM EXAMS	
9° October 15th to 20th	UNIT 7 - 1: ORGANIZATIONAL LEADERSHIP: CHARISMATIC AND TRANSFORMATIONAL <ol style="list-style-type: none"> Charismatic leadership: The effects of charismatic leadership, the qualities of charismatic leadership; “a double edged sword” Transformational leadership: the effects of transformational leadership; Attitudes and Behaviors; differences between Transformational and Transactional leaders Stewardship and Servant Leadership: Nature and Framework 	8th Class, October 15th Readings: Text: Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development</i> . Chapter 9 pp 334 - 356 Article: Martin Luther King Jr.'s Biography <ul style="list-style-type: none"> Team Presentations <ol style="list-style-type: none"> Presentation 1 PP 334 – 345 Presentation 2 PP 346 – 354 Presentation 3 PP 356 – 358 Video: Martin Luther King Jr. Speech in front of the Lincoln Memorial, “I Have a Dream” August, 1963 Discussion Assign Small Business Cases and Job Descriptions to Teams for Case Analysis in next class.
10° October 22nd to 27th	UNIT 7 - 2: ORGANIZATIONAL LEADERSHIP: STRATEGIC LEADERSHIP AND MANAGEMENT <ol style="list-style-type: none"> Strategic Leadership and Management <ol style="list-style-type: none"> Strategic Leadership Strategic Management The Strategic Management Process – Analyzing the environment, vision, mission, formulation, implementation and “core competence” 	9th Class, October 22nd Readings Text: Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development Chapter 11 pp 417 – 441</i> Articles (choose one): What Is a SWOT Analysis? Or SWOT Analysis: What It Is and When to Use It Small Business Case: Read the one assigned <ul style="list-style-type: none"> Teacher Presentation: Strategic Leadership and Management Business Case Analysis Part 1: Do a SWOT Analysis of the small business assigned and explain it to the class
11° October 29th to November 3rd	UNIT 8 – 1: CORE COMPETENCIES AND TALENT MANAGEMENT <ol style="list-style-type: none"> History and Importance of the Concept Aligning strategy and definition of the Core Competencies 	10th Class, October 29th Readings: Article: <i>Core Competencies Remain Critical to Success</i> Article: <i>core competency (core competencies)</i> Article: <i>What is your business core competency?</i> <ul style="list-style-type: none"> Teacher Presentation Business Case Analysis Part 2: On the basis of what you have

		<p>learned about Core Competencies, determine the 3 CC's of the small business assigned to your team and explain to the class.</p> <ul style="list-style-type: none"> • Assign Reading Control #3 The top 10 skills that'll get you a job when you graduate (done individually in class 11)
<p>12° November 5th to 10th</p>	<p>UNIT 8 – 2: FROM CORE TO KEY JOB COMPETENCIES</p> <ol style="list-style-type: none"> 1. What is a Key Job Competency? 2. The Job Description and beyond 3. Determining the Key Competencies of a Position What are the Key Competencies that will get you hired? 	<p>11th Class, November 5th Readings: Article: Three Things You Should Know About Workplace Competencies Article: List of key competencies Article The top 10 skills that'll get you a job when you graduate</p> <ul style="list-style-type: none"> • Reading Control #3 <i>The top 10 skills that'll get you a job when you graduate. Done Individually</i> • Teacher Presentation • Business Case Analysis Part 3: On the basis of what you have learned about Key Job Competencies, determine 5 key competencies for the Job Description given to your Team and explain to the class
<p><u>DUE DATE: SATURDAY NOVEMBER 10th: ALL LEADERSHIP COMPETENCY EVALUATIONS SHOULD BE SENT TO TEACHER'S EMAIL: sgarriqu1@yahoo.com.mx</u></p>		
<p>13° November 12th to 17th</p>	<p>UNIT 9: EMOTIONAL INTELLIGENCE IN LEADERSHIP / MANAGING ONESELF</p> <ol style="list-style-type: none"> 1. Emotional Intelligence and its importance in leadership 2. The 5 key Questions for Managing Oneself 3. The elements of a Strategic Life Plan and a Personal Career Plan 4. One's Philosophy of Life 	<p>12th Class, November 12th Readings: Article: What makes a Leader? Article: Managing Oneself</p> <ul style="list-style-type: none"> • Team Presentation What makes a Leader? • Team Presentation Managing Oneself • Teacher Presentation: Life Plan and Career Plan • Video: Sam Berns: Recipe for a Happy Life • Assign Reading Control #4 Supportive Communication, To be done individually in Class 14
<p>14° November 19th to 24th</p>	<p>UNIT 10 -1: DEVELOPING LEADERSHIP SKILLS: COMMUNICATION – CONFLICT MANAGEMENT</p> <ol style="list-style-type: none"> 1. The importance of building interpersonal relationships 2. The 8 principles of supportive communication 	<p>13th Class, November 24th Readings: Text: Whetten, D. & Cameron, K. (2011). <i>Developing management skills</i>. Chapter 4 Pp. 242 – 260 Text: Lussier, R., & Achua, C. <i>Leadership: theory, application and skill development Chapter 6 pp 210-217</i></p> <ul style="list-style-type: none"> • Reading Control #4 Article "Supportive Communication" (done individually) • Teacher Presentation • Team Presentations

		<ul style="list-style-type: none"> • Presentation 1: Whetten & Cameron pp. 247 – 253 (principles 1-4) • Presentation 2 : Whetten & Cameron pp. : Cameron pp. 253 - 260 (principles 5 -8) • Team Assignment: Designing conversations with Role Play based on the 8 principles of Supportive Communication
<p><u>DUE DATE: SATURDAY NOVEMBER 28TH: INDIVIDUAL LEADERSHIP COMPETENCY REPORTS SHOULD BE SENT TO TEACHER’S EMAIL: sgarriqu1@yahoo.com.mx</u></p>		
<p>15° November 26th to December 1st</p>	<p>UNIT 10 -1: DEVELOPING LEADERSHIP SKILLS: EMPOWERMENT AND DELEGATION</p>	<p>14th Class, November 26th Reading: Whetten, D. & Cameron, K. <i>Developing management skills</i>. Ch 8.</p> <ul style="list-style-type: none"> • Team Presentations 1. Presentation 1 PP - 443-451 2. Presentation 2 PP - 451-463 3. Presentation 3 PP - 463 -473 • Group Dynamic: Choosing a team and level of delegation • Review for Final Exam
<p>16° December 3rd to 8th</p>	<p>FINAL EXAM</p>	

VIII. Bibliography

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IX. Professor

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