



UNIVERSIDAD
esan

Course Syllabus

Leadership

August - December 2021

Cycle VII

Baethge Talledo, Britta

I. General information regarding the course

Name of the Course:	Leadership		
Requisites:	Psicodinámica de las Organizaciones Cultura y Clima Organizacional y Corporativa	Code:	0875
Precedent:		Semester:	2021-II
Credits:	3	Cycle:	VII
Hours per week:	3 hours	Course mode:	Not -presence
Careers	Obligatory course for Organizational Psychology and Consumer Psychology	Course coordinator:	Varinia Bustos vbustos@esan.edu.pe

II. Summary

This course is theoretical and practical, and it presents different theoretical approaches to leadership and leadership styles. It also offers strategies to develop leadership through peer and self-evaluation through team assignments and team 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

The course is theoretical and practical and has two objectives: First, it seeks to analyze the historical relevance of leadership as a concept to understand theoretical perspectives and their evolution. By the end of the course, the student should understand the links between leadership and current developments in people management and human behavior in organizations and identify the primary management abilities related to leadership in organizations, focusing on multicultural work environments. Second, it aspires to help the participants to develop their leadership abilities by working in teams.

IV. Learning outcomes

Concerning the first objective, by the end of the course, the student should:

- Identify the Leadership Concept, its definitions, and the main Leadership Theory Paradigms
- Distinguish the essential elements of effective teamwork and apply them to achieve team objectives inside and outside the classroom.

- Explain the major motivation theories, their virtues, and their limitations.
- Identify the characteristics and behaviors of charismatic and transformational leaders and how they differ from transactional leaders.
- Analyze the degree to which Transformational Leadership Competencies contribute to successful leadership of multicultural/intercultural work environment
- Analyze the importance of "culture" as a system of beliefs and values that leaders must help create and manage to achieve organizational goals.
- Identify Hofstede's Cultural Value Dimensions, compare and contrast different business scenarios (Peru and The Netherlands)
- Identify different "cultural types" in organizations and societies.
- Analyze the importance of cultural diversity and the implications involved in leading diverse organizations.
- Identify the dynamics of power in the organization: sources, types, and how leaders use power.
- Analyze the relevance of gender in the distribution and management of power within different cultures and their impact in multicultural workplaces.
- Identify the skills necessary to gain visibility and support within an organization.
- Learn how to develop political skills by practicing "Self – Promotion."
- Understand the importance of "Strategy" and how to formulate one.
- Analyze the "Change process" within an organization and understand the importance of leadership in the change management process.
- Identify how the elements of emotional intelligence support effective leadership attitudes and behavior.
- Identify the sources of conflict, the types of conflict, and a negotiation method to reach a "win-win" solution.
- Analyze the nature and benefits of "empowerment", its dimensions, and how to support them
- Identify the importance of delegating and how to do it to optimize leadership results.
- Understand the phenomenon of "workplace stress", how to recognize its symptoms and what to do to minimize its effects.
- Identify the most significant attributes and behaviors that characterize a leader, consolidating all of the concepts covered in class through the presentation of the Final Team Project and the final case analysis.

V. Methodology

This course offers a teaching perspective based on the combination of activities that promote the transfer of knowledge through exposure to theory and practice. This perspective invites students to act independently and creatively based on a solid professional motivation to persevere in seeking solutions.

Learning sessions combine professor and students' presentations with class activities and IT tools such as group dynamics, case analysis, discussions, and virtual games, so active participation is expected.

Therefore, the reading of the chapters assigned in the texts and the complementary material is mandatory. Students must complete the assignments and readings on schedule.

The Virtual Classes, in which the students will interact with counterparts in Tilburg University, will deal with Leadership topics related to intercultural situations found in academic studies, which present different viewpoints. Teams will be organized in two streams

- Stream A: Students from the Netherlands and Peru will present an ethnographic study with questions that provoke a discussion.
- Stream B: Teams of four (two students from Peru and two from the Netherlands) will present a written report on a specific topic.

Students must read and outline the contents of the study assigned for the presentation and participate actively in the discussions with their peers

VI. Evaluation

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

The final average (PF) is obtained as follows:

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

Where:

- PF** = Promedio Final (Course Final Grade)
EP = Examen Parcial (Midterm Exam Grade)
PEP = Promedio de evaluación permanente y (Ongoing Assessment Grade)
EF = Examen Final (Final Exam grade)

On-going assessment is the weighted average of the corresponding activities to track students' learning process: Reading controls, presentations, case analyses, self-development reports, and a final group project. The following table shows the weights within the ongoing assessments:

Ongoing Assessment (PEP) 60%		
Type of Evaluated Activity	Description	Weight %
Reading controls	5 reading controls *	20
Case analysis	3 case analysis	25
Presentations	5 presentations **	25
Ethnographic Report	Ethnographic Assignment and Discussion Topic to be done in partnership with the students from Tilburg U***	10
Group project	Final Group Project ***	15
Participation	Class Attendance, Participation, and use of virtual Classroom	5
Total PEP	All evaluated activities	100

*Reading Controls start at the beginning of the class. There are 3 RC to be done individually and 2 RC to be done in teams.

** Teams will prepare their presentations according to the instructions given on the first day of class. At the end of each class, the team sends the document on an EDITABLE template to obtain the teacher's feedback.

*** Students will receive written instructions and due dates for these activities. Due dates must comply with the schedule. Otherwise, the students will have a grade of "0" on these projects in the teacher's feedback.

VI. Contents

WEEK	CONTENTS	ACTIVITIES/ EVALUATIONS
UNIT 1: LEADERSHIP AS A CONCEPT, LEADERSHIP THEORIES LEARNING OUTCOMES: <ul style="list-style-type: none"> Gain a clear idea of the course's contents, scope, dynamics, and the students' requirements. Identify the Leadership Concept, its definitions, and the main Leadership Theory Paradigms 		
1° Aug.23 rd - 28 th	THE LEADERSHIP CONCEPT 1.1 What is "Leadership"? 1.2 Who is a Leader? 1.3 Are Leaders born or made? 1.4 Levels of analysis of Leadership 1.5 Leadership Theory Paradigms Obligatory Reading: Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4 th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 1 pp 1 – 21	<u>Wed, Aug. 25th</u> Teacher's presentation: Course objectives, methodology, activities, and evaluation. Teacher's presentation and discussion of Leadership concept and theories
UNIT II: TEAMS AND TEAMWORK AS AN ESSENTIAL ELEMENT OF LEADERSHIP LEARNING OUTCOME: <ul style="list-style-type: none"> Identify the essential elements of effective teamwork and apply them inside and outside the classroom to achieve team objectives. 		
2° Aug.30 th - Sept. 4 th	TEAMS AND TEAMWORK 2.1 What is a team? 2.2 Group versus team: How are they different? 2.3 Advantages and disadvantages of teamwork 2.4 The characteristics of effective teams 2.5 Types of teams 2.6 Decision Making in teams 2.7 Leadership skills for effective meetings 2.8 Self-managed teams	<u>Wed. Sept 1st</u> Reading Control #1 (done individually) Group Dynamic 5 Team Activities 3 Team presentations: <ul style="list-style-type: none"> Points 2.5 + 2.6 Point 2.7 Point 2.8 Discussion
	Obligatory Reading: Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4 th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 8 pp. 279-314 Complimentary Articles 1. Heathfield, S. (2017, August 1), "10 Tips for Better Teamwork: Teams That Get These Factors Right Experience Success",	

	<p>The Balance Career, https://www.thebalancecareers.com/tips-for-better-teamwork-1919225, retrieved March 5, 2018.</p> <p>2. Koort , K. (no date), "How to Promote Effective Teamwork in the Workplace",blog.weekdone.com, https://blog.weekdone.com/promote-effective-teamwork-in-the-workplace/, retrieved March 7, 2018</p> <p>3. Leitch, C. (2017, May 9) "10 Benefits of Teamwork in the Workplace ", Career Addict, https://www.careeraddict.com/5-benefits-of-teamwork-in-the-workplace, retrieved, March 5, 2018</p>	
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UNIT III: LEADERSHIP TRAITS AND ETHICS

LEARNING OUTCOME: Identify the principal personality traits attributed to effective leaders and understand the importance of ethics in leadership

<p>3° Sept. 6th - 11th</p>	<p>LEADERSHIP TRAITS</p> <p>3.1 The "Big Five." 3.2 Universally accepted traits 3.3 Achievement motivation Theory and Leader Motive Profile Theory 3.4 Leadership Attitudes 3.5 Ethical Leadership 3.5.1 Moral Development 3.5.2 "Justifying" unethical behavior 3.6 The "Stakeholder" approach to Ethics</p>	<p><u>Wed. Sept 8th</u></p> <p>Team Presentations:</p> <ul style="list-style-type: none"> • Points 3.1 +3.2 • Points 3.3 +3.4 <p>Teacher presentation: All points of 3.5</p> <p>Case Analysis: Juan's Dilemma</p> <p>Video: Ethical Leadership: Best Practices Discussion</p>
	<p>Obligatory Reading: Text Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 2 pp 31 – 59</p>	

UNIT IV: LEADERSHIP BEHAVIOR AND MOTIVATION

LEARNING OUTCOME Identify the significant motivation theories, their virtues, and their limitations.

<p>4° Sept 13th - 18th</p>	<p>4.1 Leadership styles and Behavior: The University of Iowa, University of Michigan, Ohio State University, Leadership grid 4.2 Leadership and major motivation theories 4.3 The motivation processes 4.4 Three significant classifications of motivation theories 4.4.1 Content motivation theories: Hierarchy of Needs, Two-factor Theory 4.4.2 Process motivation theories: Equity Theory, Expectancy Theory, and Goal Setting Theory 4.4.3 Reinforcement theory</p>	<p><u>Wed. Sept 15th</u></p> <p>Team presentations:</p> <ul style="list-style-type: none"> • Point: 4.1 + 4.2 • Points: 4.3, 4.4 + 4.4.1 • Point: 4.4.2 <p>Teacher presentation: 4.4.3</p> <p>Reading Control # 2 - done Individually</p>
	<p>Obligatory Reading Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning. Chapter 3 pp 70 – 100</p>	

UNIT V; THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN LEADERSHIP LEARNING OUTCOMES: <ul style="list-style-type: none"> Identify how the elements of emotional intelligence support effective leadership attitudes and behavior. Analyze how the leader's mood affects followers and the importance of "mood regulation in organizational effectiveness 		
5° Sept. 20th - 25th	5. What is "emotional intelligence"? 5.1 Elements of EI 5.2 How these elements impact leadership 5.3 The importance of a leader's mood in an organization 5.4 "Six emotional leadership styles": what they are, when to use, and when not to use each one.	<u>Wed, Sept 22nd</u> Teams Presentations: <ul style="list-style-type: none"> Article 1 Article 2 Article 3
	Obligatory Reading: Text Articles: Read the one assigned to your team 1. Goleman, D. (1998) "What Makes a Leader?", Harvard Business Review, November - December issue 1998. 2. Goleman, D., Boyatzis, R., Mckee, A. (2001) "Primal leadership. The hidden driver of great performance.", Harvard Business Review, December issue, 2001 3. Leadership Styles – Daniel Goleman et al./Leadership-Styles-V1.pdf, retrieved February 20, 2019	Exercise: Self-Evaluation of EI and team discussion
UNIT VI: STRATEGIC LEADERSHIP AND CHANGE MANAGEMENT LEARNING OUTCOMES: <ul style="list-style-type: none"> Identify the term "strategy" within an organizational context and understand how to formulate one. Distinguish the difference between strategic leadership and strategic management Analyze the "change process" within an organization and understand the importance of leadership in the change management process 		
6° Sept. 27th - Oct 2nd	6. Strategic Leadership 6.1 Why strategies fail 6.2 The strategic management process: analyzing the environment, formulating the vision and mission, setting goals 6.3 Strategy formulation and core competencies 6.4 Implementation and evaluation 6.5 Implementing change 6.5.1. The need for change 6.5.2. The role of Leadership 6.5.3. The 8-step change process 6.5.4. Resistance to change 6.5.5. Strategies for minimizing resistance	<u>Wed, Sept 29th</u> Reading Control #3 Done Individually Teacher's Presentation: Points 6 to6.4 Team Presentations 6.51 + 6.5.2+6.5.3, 6.5.4+6.5.5 Exercise:
	Obligatory Reading: Text: 1. Lussier, R., &Achua, C. (2010) Leadership: theory, application and skill development, 4 th Edition, SOUTH-WESTERN CENGAGE Chapter 11 pp 417 to 442 Read the following articles for Reading Control #3 1. Francis-Nurse, C. (2007, October 30), "Managing Change, The Leadership Challenge," BATimes.com /www.BATimes.com, http://www.batimes.com/articles/managing-change-the-leadership-challenge.html , Retrieved April 23, 2016	Case Analysis #2 Industrial Supplies SAC

	2. Strelbel, P (1996) Why do employees resist change. HBR https://hbr.org/1996/05/why-do-employees-resist-change	
UNIT VII-A & B DEVELOPING LEADERSHIP SKILLS: CONFLICT MANAGEMENT AND EMPOWERING <ul style="list-style-type: none"> Identify the sources of conflict, the types of conflict, and a method of negotiating to reach "win-win" solutions Analyze the nature and benefits of "empowerment", its dimensions, and how to support them 		
7° Oct. 4 th - 9 th	<p>7A. Managing Conflict 7A.1 Identifying "type" of conflict according to focus 7A.2 Sources of conflict 7A.3 The 5 conflict management styles 7A.4 Collaborative conflict resolution</p> <p>7B. Empowerment 7B.1 The 5 dimensions of empowerment 7B.2 Ways of supporting the dimensions 7B.3 Inhibitors to empowerment</p> <p>Obligatory Reading: Text:</p> <ol style="list-style-type: none"> Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 6 pp 210 – 218 Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice-Hall. Chapter 8.pp. 443-463 <p>Read the following articles for Reading Control #4 Managing Conflict in the Workplace https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingworkplaceconflict.aspx</p>	<p><u>Wed, Oct. 6th</u></p> <p>Reading Control #4: done in teams</p> <p>Teacher Presentation: Conflict and Conflict Management</p> <p>Group Dynamic: "The Prisoners' Dilemma"</p> <p>Team Presentations:</p> <ul style="list-style-type: none"> Point 7B.1 Point: 7B.2 Point: 7B.3
8° Oct. 11 th - 16 th	MIDTERM EXAMS	
UNIT VII- C & D DEVELOPING LEADERSHIP SKILLS: DELEGATING AND MANAGING STRESS <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> Identify the importance of delegating and how to do it to optimize leadership results. Understand the phenomenon of "workplace stress", recognize its symptoms, and what to do to minimize its effects. 		
9° Oct. 18 th -23 rd	<p>7. C. Delegation: What is it? Why is it important? 7. C. 1. Barriers to delegation: why don't People do it? 7. C. 2. Steps to Delegation 7. C. 3. The 5 levels of effective delegation</p> <p>7. D. Stress Management 7. D. 1. Sources of Workplace Stress 7. D. 2. Ways for working people to manage stress 7. D. 3. What employers can do to reduce/alleviate</p>	<p><u>Wed, Oct. 20th</u></p> <p>Reading Control 5 (Done individually)</p> <p>Teacher presentation: Introduction and 7D</p> <p>Team presentations</p>

	<p>workplace stress</p> <hr/> <p>Reading: Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 7 264- 268</p> <p>Articles "Delegation": Read the article or research paper assigned to your team</p> <ol style="list-style-type: none"> 1. Economy, P. (2014, December 19), "Five Levels of Remarkably Effective Delegation," Inc.com, https://www.inc.com/peter-economy/5-levels-of-remarkably-effective-delegation.html, retrieved February 16, 2019 2. "Successful Delegation: Using the Power of Others' Help" (no date) mindtools.com, https://www.mindtools.com/pages/article/newLDR_98.htm, retrieved February 16, 2019 3. Burke, M, (no date) "How to Delegate Effectively and Get More Done," https://inside.6q.io/delegate-effectively-get-done /, Retrieved February 15, 2019 <p>Articles for the Reading Control</p> <ul style="list-style-type: none"> • Whitfield M, Cachia M, (2018) "How Does Workplace Stress Affect Job Performance?", New Vistas • Volume 3 Issue 2 • www.uwl.ac.UK •© University of West London, https://repository.uwl.ac.uk/id/eprint/4083/1/Whitfield-Cachia-2018-How-does-workplace-stress-affect-job-performance.pdf, retrieved March 13, 2019 • Managing Stress in the Workplace (June 2017), retrieved from Pageuppeople https://www.pageuppeople.com/resource/managing-stress-in-the-workplace 	<ul style="list-style-type: none"> • Article 1 – 7.C.1 • Article 2 – 7.C.2 • Article 3 – 7.C.3 <p>Group Dynamic: Levels of Delegation</p>
<p>UNIT VIII-A: LEADERSHIP AND CULTURE: CULTURAL VALUE DIMENSIONS AND THEIR RELEVANCE IN BUSINESS SCENARIOS</p> <ul style="list-style-type: none"> • Using Hofstede's Cultural Value Dimensions, compare and contrast different business scenarios (Peru and Netherlands) 		
<p>10° Oct. 25th -30th</p>	<p>8A. Hofstede's 5 Cultural Value Dimensions 8A.1. Individualism - Collectivism 8A.2. High Uncertainty Avoidance – low uncertainty avoidance 8A.3. High Power Distance –Low Power Distance 8A.4. Long Term Orientation – Short Term Orientation 8A.5. Masculinity - Femininity</p> <p><u>Tilburg Session</u> Session 1: Cultural Differences in the Business World- Knowing to interact with other cultures</p>	<p><u>Wed. Oct. 27th</u></p> <p>Teacher's presentation</p> <p>Virtual Class w. Tilburg U. Team Presentation and Discussion</p> <p>Student introductions</p>

	<p>Obligatory Reading: Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 9 pp 329 – 360</p> <p>Research Papers: Read the <i>abstracts of all the papers</i> and read <i>thoroughly</i> the one assigned to your team BEFORE CLASS</p> <ol style="list-style-type: none"> 1. Friedrich, P., Mesquita, L., & Hatum, A. (2006). The Meaning of Difference: Beyond Cultural and Managerial Homogeneity Stereotypes of Latin America. <i>Management Research</i>, 4(1), 53–71. doi:10.2753/JMR1536-5433040104 2. Hofstede, G. (1994). The business of international business is culture. <i>International Business Review</i>, 3(1), 1-14. http://doi.org/10.1016/0969-5931(94)90011-6 3. Torres, D. M., & Jones, S. (2010). A changing scene: Comparing business cultures in Peru and the Netherlands. <i>Global Business and Organizational Excellence</i>, 29, 53–66. http://doi.org/10.1002/joe.20328 	<p>An ethnographic presentation about countries and universities. To be done in teams of 2 students per country.</p> <p><u>DUE DATE: will be coordinated in class</u></p>
<p>UNIT VIII-B & C LEADERSHIP AND CULTURE: LEADERSHIP OF CULTURES AND CULTURAL DIVERSITY</p> <ul style="list-style-type: none"> • Analyze the importance of "culture" as a system of beliefs and values that leaders must help create and manage to achieve organizational goals. • Identify different "cultural types" in organizations and societies • Analyze the importance of cultural diversity and the implications involved in leading diverse organizations. 		
<p>11^o Nov 1st - 6th</p>	<p>8B. Leadership of Culture 8B.1 Creation and Sustainability 8B.2 Low and High-Performance cultures 8B.3 Cultural Value Types 8B.4 Value-Based Leadership</p> <p>8C. Changing Demographics and Diversity 8C.1 The Impact of Globalization on Diversity 8C.2 Reasons for Embracing Diversity 8C.3 The Downside of Diversity 8C.4 Obstacles for Achieving Diversity 8C.5 Creating a Culture that Supports diversity</p> <p><u>Tilburg Session</u> Session 2 Diversity in Organizations</p> <p>Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 10 pp 369 – 390 and 394-405</p> <p>Research Papers: Read the <i>abstracts of all the papers</i> and read <i>thoroughly</i> the one assigned to your team BEFORE CLASS</p> <ol style="list-style-type: none"> 1. Mayer, C.-H., & Louw, L. (2012). Managing cross-cultural conflict in organizations. <i>International Journal of Cross-Cultural</i> 	<p><u>Wed. Nov 3rd</u></p> <p>Virtual Class w. Tilburg U. Team</p> <p>Presentation and Discussion</p> <p>Team Presentations:</p> <ul style="list-style-type: none"> • Points 8B.2 • Points 8B.3 • Points 8B.4 <p>Teacher's presentation: ALL 8C</p>

	<p>Management, 12(1), 3–8.</p> <p>2. Thomas, D. & Ely, R. (1996). Making differences matter: A new paradigm for managing diversity. Harvard Business Journal, 79-90.</p>	
<p>UNIT IX: DEVELOPMENT OF POLITICAL SKILLS</p> <ul style="list-style-type: none"> Identify the skills necessary to gain visibility and support within an organization. Learn how to develop these skills <p>Practice "Self – Promotion" Skills</p>		
<p>12° Nov 8th - 13th</p>	<p>9.1 Political Behavior: What is it???</p> <p>9.2 Guidelines for Developing Political Skills</p> <p>9.2.1 Organizational Culture</p> <p>9.2.2 Relationships</p> <p>9.2.3 Team Player</p> <p>9.2.4 Gain Recognition</p> <p>9.2.5 Self-Assessment</p> <p>9.2.6 Self-Sell</p> <p>9.2.7 Networking</p> <p><u>Tilburg Session</u> Session 3: Expat Cultural Competence</p>	<p><u>Wed. Nov 10th</u></p> <p>Virtual Class w. Tilburg U. Team</p> <p>Presentation and Discussion Conclusions and Wrap up.</p> <p>Exercise: Self-Sell</p>
	<p>Obligatory Reading:</p> <p>1. Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 4 pp 118 – 140</p> <p>Research Papers: Read the <i>abstracts of all the papers</i> and read <i>thoroughly</i> the one assigned to your team BEFORE CLASS</p> <p>1. Janssen, M. (1995). Intercultural interaction: A burden on international managers? Journal of Organizational Behavior, 16, 155–167.</p> <p>2. Rodrigues, C. A. (1997). Developing expatriates' cross-cultural sensitivity: Cultures where "your culture's ok" is really not ok. Journal of Management Development, 16(9), 690–702.</p>	
<p>UNIT X: ORGANIZATIONAL LEADERSHIP: CHARISMATIC AND TRANSFORMATIONAL LEADERS</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> Identify the characteristics and distinguishing behaviors of charismatic and transformational leaders and how they differ from transactional leaders. <p>Analyze the degree to which Transformational Leadership Competencies contribute to successful leadership of multicultural/intercultural work environments</p>		
<p>13° Nov 15th - 20th</p>	<p>10.1 Personal meaning: the factors that influence it</p> <p>10.2 The qualities of charismatic leaders</p> <p>10.3 Charisma as a double-edged sword</p> <p>10.4 Transformational leadership, its effects, and comparison with charismatic leadership</p> <p>10.5 Behaviors and attributes of transformational leaders</p> <p>10.6 Transformational versus Transactional Leaders</p> <p>10.7 The transformation process and the "four I's."</p> <p><u>Tilburg Session</u> Session 4: Leadership and Competencies</p>	<p><u>Wed. Nov 10th</u></p> <p>Virtual Class w. Tilburg U. Team Presentation and Discussion</p> <p>Teacher's Presentation 10.1 and 10.2</p> <p>Teams Presentations</p> <ul style="list-style-type: none"> Points 10.3 Points 10.4 +10.5

	<p>Obligatory Reading: Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 9 pp 329 – 360</p> <p>Research Papers: Read the <i>abstracts of all the papers</i> and read <i>thoroughly</i> the one assigned to your team BEFORE CLASS</p> <ol style="list-style-type: none"> Deng, L., & Gibson, P. (2009). Mapping and modeling the capacities that underlie effective cross-cultural leadership: An interpretive study with practical outcomes. <i>Cross-Cultural Management: An International Journal</i>, 16(4), 347–366. doi:10.1108/13527600911000339 Mol, S. T. (2005). Predicting Expatriate Job Performance for Selection Purposes: A Quantitative Review. <i>Journal of Cross-Cultural Psychology</i>, 36(5), 590–620. http://doi.org/10.1177/0022022105278544 	<ul style="list-style-type: none"> Points 10.6 + 10.7 <p>Case Analysis #3 Retail Leadership case SAC</p>
<p>UNIT XI: POWER, POLITICS AND ORGANIZATIONAL LEADERSHIP</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> Identify the dynamics of power in the organization: sources, types, and how leaders use power <p>Analyze the relevance of gender in the distribution and management of power within different cultures and their impact in multicultural workplaces.</p>		
<p>14° Nov 22th - 27th</p>	<p>11. Power and Leadership 11.1 Sources of Power 11.2 Types of Power 11.2.1 Legitimate Power 11.2.2 Reward Power 11.3.3 Coercive Power 11.2.4 Referent Power 11.2.5 Expert Power 11.2.6 Information Power 11.2.7 Connection Power 11.3 Power and Sexual Harassment</p> <p>Tilburg Session Session 5: Gender</p> <p>Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 4 pp 108 – 117</p> <p>Research Papers: Read the <i>abstracts of all the papers</i> and read <i>thoroughly</i> the one assigned to your team BEFORE CLASS</p> <ol style="list-style-type: none"> Cárdenas, M. C., Eagly, A., Salgado, E., Goode, W., Heller, L. I., Jauregui, K., ... Tunqui, R. C. (2013). Latin American female business executives: an interesting surprise. <i>Gender in Management: An International Journal</i>, 29(1), 2–24. Doi:10.1108/GM-06-2013-0067 Potvin, D. A., Burdfield- Steel E. and others (May 2018), "Diversity begets diversity: A global perspective on gender equality in scientific society Leadership", PLOS ONE 	<p><u>Wed. Nov 17th</u></p> <p>Virtual Class w. Tilburg U. Team</p> <p>Teacher Presentation <u>ALL 11 Points</u></p>

	<p>https://doi.org/10.1371/journal.pone.0197280, retrieved August 1, 2019.</p> <p>3. Olivas-Luján, M. R., Inés Monserrat, S., Ruiz-Gutierrez, J. A., Greenwood, R. A., Madero Gomez, S., Murphy, E. F., & Bastos F. Santos, N. M. (2009). Values and attitudes towards women in Argentina, Brazil, Colombia, and Mexico. <i>Employee Relations</i>, 31, 227–244. http://doi.org/10.1108/01425450910946442</p>	
<p>UNIT XII - REVIEW OF ALL OF THE CONCEPTS PRESENTED LEARNING OUTCOME: Identify the most significant attributes and behaviors that characterize a leader, consolidating all of the concepts covered in class through the presentation of the Final Team Project and the final case analysis</p>		
<p>15° Nov 29th –Dec 4th</p>	<p>Analysis of a Leader: traits, attitudes, motivational style strategic capacity and change management with critical opinions.</p>	<p><u>Wed, Dec. 1st.</u> Presentations of Final Team Project & Review</p> <p>Students should post the Ethnographic Report on the Website,</p> <p>Closing of Pending Topics</p>
	<p>Reading: Text: Lussier, R., & Achua, C. (2010) <i>Leadership: theory, application and skill development</i>, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Review relevant chapters and pages</p>	
<p>16° Dec 6th - 11th</p>	<p>FINAL EXAM</p>	

VIII. References

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IX. Teacher

Ps. Britta Sabine Baethge Talledo, MSc
bbaethge@esan.edu.pe

Read only