UNIVERSIDAD
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Course Syllabus
Leadership and People Management

August - December 2021-II

Cycle VIII

Teacher

Baethge Talledo, Britta Sabine

I.   General Information regarding the course

Name of the Course	Leadership and People Management		
Pre-requisites:	Derecho Laboral Empresarial	Code:	10291
Precedent:	----	Semester:	2021-II
Credits:	3	Cycle:	VIII
Hours per week:	3 hours	Mode:	Not- presence
Career	Corporate Law	Course coordinator	Varinia Bustos vbustos@esan.edu.pe

II.   General Overview

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

III.   Course Objectives

The course has two objectives: The first is for the students to gain clarity concerning leadership principles, values, and ethical boundaries by introducing them to some of the main theories and the tasks, strategies, and skills of effective Leadership. It will also involve understanding core and key competencies and how they are used in managing and optimizing organizational performance. The second is for them to learn how to build and work in teams to maximize results. It involves understanding the concept of leadership competencies, using the experience to identify and develop their leadership competencies.

IV.   Learning outcomes

By the end of the course, the student should be able to

- Recognize the importance of Leadership as a concept.
- Identify different leadership theories and their practical application in organizations.
- Distinguish the significant elements that influence Leadership in organizations to optimize control and direction in management.
- Recognize the importance of leadership attitudes and practices have in the ethical management of organizations.
- Analyze corporate strategy and determine the "core competencies" that derive from the correct analysis of competitive advantage.

- Identify the concept of "key competency" to align personal attributes with roles and responsibilities within an organization to gain effectiveness.
- Identify their key competencies and the implication of their development for their future as professionals.
- Work effectively in teams contributing to the achievement of the team's objectives and leveraging the experience for personal leadership competency development.

V. Methodology

This course offers a teaching perspective based on activities that promote the transfer of knowledge through exposure to theory and practice. Learning sessions combine professor and students' presentations and discussions, group dynamics, case analysis, virtual games, and other activities in which students' participation is expected. Therefore, reading chapters in the textbook and the complementary articles is mandatory and should be completed on schedule.

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%).

Ongoing evaluation is the weighted average of corresponding assignments to track the student's learning process in reading controls, case analyses, presentations, and team assignments.

The final grade (PF) is obtained in the following manner:

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

Where:

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

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

Ongoing Assessment (PEP) 60%		
Type of Evaluated Activity	**Description**	**Weight %**
Reading controls	7 reading controls *	25%
Case analyses	2 situational case analyses	15%
	1 business case analysis (in 3 parts)	15%
Presentations	4 presentations **	25%

Leadership Competency Development	Individual Leadership Competency Report Project***	15%
Participation	Class Attendance, Participation, and Use of Virtual Classroom	5%
Total PEP	All evaluated activities	100

*7 Reading Controls will be delivered individually and in teams. The teacher will eliminate the **Individual** Reading Control with the lowest grade; therefore, only 6 RC will be considered in the final score.

** 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 be complied with; otherwise, the students will have a grade of "0" on these projects.

VII. Contents

WEEK	CONTENT	ACTIVITIES / EVALUATION
UNIT I: LEADERSHIP: OVERVIEW, DEFINITIONS, AND THEORY **LEARNING OUTCOMES:** • Gain a clear idea of the course's contents, scope, dynamics, and student requirements. • Identify the Leadership Concept, its definitions, and the main Leadership Theory Paradigms		
1° **Aug. 23rd -28th**	**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 **Reading: Text:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE- Learning.	Monday, 23rd Teacher's presentation: Objectives, methodology, activities, and evaluation. Review of the syllabus, explanation of activities, and special projects. Formation of teams and drawing up of "team norms."
UNIT II: TEAMWORK AND TEAM LEADERSHIP **LEARNING OUTCOME:** • Identify and begin to implement the principles of effective teamwork. • Analyze the role of teamwork in the law profession.		
2° **Aug.30th – Sep. 4th**	2. Teamwork and Team Leadership 2.1. Importance of Teamwork in Organizations 2.2. Teams vs. Groups 2.3. Advantages and Disadvantages of Teamwork 2.4. Characteristics of Effective Teams 2.5. Teamwork in the Law Profession	Monday, 30th **Reading Control #1**: To be done individually Teacher Presentation:

	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE-Learning. Chap 8 pp. 279-291 **Articles**: **Read the following articles for Reading Control #1** 1. "Effective Teamwork Strategies for Law Firms," (no date), bcgsearch.com, https://www.bcgsearch.com/article Effective-Teamwork-Strategies-for-Law-Firms/ retrieved August 13, 2018 2. "The Importance of Teamwork in the Modern Law Firm" (2016, April 21), Llexidata.com, https://lexicata.com/blog/importance-teamwork-modern-law-firm/, retrieved August 15, 2018. 3. Santiago Comella-Dorda, Lavkesh Garg, Suman Thareja, and Belkis Vasquez-McCall (2020) *Revisiting agile teams after an abrupt shift to remote.* McKinsey.com. March 2021	All points Team dynamics: IT tools Discussion

UNIT III: LEADERSHIP TRAITS, ATTITUDES, AND ETHICS
LEARNING OUTCOMES: Identify the principal personality traits attributed to effective leaders and understand the importance of ethics in Leadership.

3° **Sep 6th-11th**	3. Personality Traits and Attitudes of Leaders 3.1 The Big Five and other leader traits 3.2 Achievement motivation and Leader Motive Profile 3.3. Leadership attitudes: 3.3.1. Theory X and Theory Y 3.3.2. The Pygmalion effect: 3.3.3. Self-concept 3.4. Ethical Leadership 3.4.1 Personality Traits and Attitudes and Moral Development: 3.4.2. How people justify unethical behavior 3.4.3. Being an Ethical leader	**Monday, 6th** **Situational Case Analysis** Team Presentations: • Points: 3.1 + 3.2 • Points: 3.3 (3.3.1+3.3.2+3.3.3) • Points: 3.4.1 + 3.4.2 • Points: 3.4.3 Video Teacher presentation of Individual Leadership Competency Development with Instructions for 1st evaluation DUE Sep 27TH
	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	

UNIT IV: LEADERSHIP BEHAVIOR AND MOTIVATION
LEARNING OUTCOME:
• Identify the importance of the Leader's behavior in motivation by analyzing the major motivation theories.

4° **Sep.** **13th- 18th**	4. Leadership styles and Behavior: 4.1. University of Iowa 4.2. University of Michigan 4.3. Ohio State University 4.4. Blake-Mouton Leadership Grid 4.5 The 3 classes of Motivation Theories: 4.5.1 Content: Maslow's Hierarchy of Needs and Herzberg's 2 Factor 4.5.2. Process motivation theories: Equity, Expectancy and Goal Setting 4.5.3. Reinforcement Theory	Monday, 13st **Reading Control #2: To be done Individually** Team Presentations: • Points: 4.1,4.2,4.3 + 4.4 • Points: 4.5+ 4.5.1 • Points: 4.5.2 Teacher Presentation: Point: 4.5.3
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE-Learning. Chapter 3 pp. 69 – 98 **Articles for the Reading Control 2** Grippi, Christina, "To Cultivate Employee Engagement, You Must First Define It," Satrix Solutions, January 13, 2016 **Roth, T(2014) The employee Engagement: The Leader's Role** **https://www.wilsonlearning.com/documents/misc/TomRothNovember2014.pdf** Coon, F. (2017) The Employee-Friendly Way To Actively Motivate Your Work Staff. Forbes Coaches Council. https://www.forbes.com/sites/forbescoachescouncil/2017/08/03/the-employee-friendly-way-to-actively-motivate-your-work-staff/	

UNIT V: POWER AND POLITICS IN ORGANIZATIONS
LEARNING OUTCOMES:
- Identify the dynamics of power in the organization: sources, types, and how leaders use power.
- Gain awareness of the problem of "sexual harassment" as a possible consequence of power in organizations and the implications for corporate lawyers
- Develop some important personal "power tactics."

5° **Sep. 20th** **- 25th**	5. Power and Leadership 5.1. Sources of Power 5.2. Types of Power 5.3. The Nature of Organizational Politics 5.4. The problem of "Sexual Harassment" and Law 27942 5.5. Guidelines for Developing Political Skills: 5.5.1. Networking 5.5.2. Negotiating 5.5.3. Self-promotion	Monday, 20th **Team Assignment** Group Dynamic Kahoot / Quizzes Teacher presentation: Points: 5 (5.1,5.2,5.3) Team Presentation Point: 5.4 Discussion and Participation: The 1-minute "self-sell."
	Obligatory Readings: **Text - 1:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE- Learning.	

| | Chapter 4 pp. 109 - 126
Text – 2: Robbins, S. and Judge, T., (2013) "Organizational Behavior," 15th Edition, Pearson Education, Inc., publishing by Prentice-Hall, Chapter 13, pp 421 – 424 | |

UNIT VI: LEADERSHIP OF CULTURE, DIVERSITY, AND ETHICS
LEARNING OUTCOMES:
- 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.

6°
 	
Sep. 27th – Oct. 2nd
	6. Leadership of Culture, Ethics, and Diversity
	    6.1 Creation and Sustainability
	    6.2 Low and High-Performance cultures
	    6.3 Cultural Value Types
	    6.4 Value-Based Leadership
	    6.5 National Culture Identities – Hofstede's Dimensions
	    6.6 Changing Demographics and Diversity
		Monday 27th
		
		Situational Case Analysis #2
		
		Teacher Presentation: All points
		
		View scenes from the movie: "42: The Jackey Robinson Story" for discussion and commentary.

	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE-Learning. Chapter 10 pp 369 – 405 **Articles: All students must read both articles.** 1. Guthrie, D., (2014, February 25), "Miami Dolphins: Leadership, Organizational Culture, and Empty Words," Forbes – virtual http://www.forbes.com/sites/dougguthrie/, retrieved July 13, 2017 2. Garriques, S. (2016, August 13) "Jonathan Martin and the Bullying Incident in the Miami Dolphins" (Summary of information retrieved from Wikipedia and other articles, July 2016	

UNIT VII: ORGANIZATIONAL LEADERSHIP: CHARISMATIC AND TRANSFORMATIONAL LEADERS
LEARNING OUTCOME: Identify the characteristics and distinguishing behaviors of charismatic and transformational leaders and how they differ from transactional leaders

7° **Oct. 4th – 9th**	7. Charismatic and Transformational Leadership 7.1. Personal meaning: the factors that influence it 7.2 Difference between charismatic and non-charismatic leaders 7.3 The effects of charismatic Leadership 7.4 The qualities of charismatic leaders 7.5 Charisma as a double-edged sword 7.6 Transformational leadership, its effects, and comparison with charismatic Leadership 7.7 Behaviors and attributes of transformational leaders 7.8 Transformational versus Transactional Leaders 7.9 The transformation process and the "four I's." 7.10. Stewardship 7.11. Servant Leadership	Monday, 4th **Reading Control #3: To be done individually** Team presentations: Points: 7.1, 7.2,7.3 Points: 7.4, 7.5 Points: 7.6, 7.7 Points: 7.8, 7.9 See the video of MLK Jr. Speech: "I have a dream" and discuss

	Obligatory Readings: **Text:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE-Learning Chapter 9 pp 334 – 356 **Articles: Read the following articles for Reading Control #3** 1. "What is Charismatic Leadership? Leading Through Personal Conviction" (2018, May 8), St Thomas University Online, https://online.stu.edu/articles/education/what-is-charismatic-leadership.aspx, Retrieved February 15, 2019 2. Clarke, S. (2016, April 8), "Is There a Dark Side to Charismatic Leadership?", Leadernomics.com,https://leaderonomics.com/leadership/dark-side-charismatic-leadership, retrieved March 2, 2018 3. "Why Is the Most Charismatic Leadership Also the Most Dangerous One?" (2018, January 13), Mindvalleyblog, https://blog.mindvalley.com/charismatic-leadership/?utm_source=google, retrieved March 4, 2018 **And a Reading Paper assigned by the teacher.**	Teacher presentation: Points: 7.10 + 7.11 Leadership Competency Feedback and elaboration of Leadership Competency Development Plan. DUE MONDAY 4th
8° **Oct. 11th – 16th**	**MIDTERM EXAM**	

UNIT VIII – A: STRATEGIC LEADERSHIP AND OUTWARD – INWARD ANALYSIS
LEARNING OUTCOME: Identify the term "strategy" within an organizational context and understand how a strategy is formulated by doing a SWOT Analysis

9° **Oct. 18th – 23rd**	8.A. Strategic Leadership 8. A.1. What is a strategy? 8. A.2. Why strategies fail 8. A 3. The strategic management process: analyzing the environment and the internal situation of the organization (SWOT Analysis)	Monday, 18th **Reading Control #4: To be done individually** Teacher Presentation All Points Distribution of Small Business Cases to Teams for Business Case Analysis **Teamwork - Business Case #1:** Formulation of SWOT Analysis of a case assigned for presentation in the next class
	Obligatory Readings **Text:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE- Learning. Chapter 11 pp 417 – 423 Shaw, J. (2017, Jan 13), "How to Complete a Personal SWOT Analysis," Thrive Global, https://thriveglobal.com/, retrieved December 5, 2018 **Article**: **Read the following articles for Reading Control #4** 1. Ward, S. (2018, November 4), "Core Competencies in Business: Small Businesses Can Have Core Competencies Too," Thebalancesmb.com /https://www.thebalancesmb.com/core-competency-in-business-2948314, retrieved December 3, 2018.	

	2. "Core Competencies, Why They Matter" (No date), Rhythmsystems.com,https://www.rhythmsystems.com/defining-core-competencies, retrieved December 5, 2018	

UNIT VIII – B: STRATEGIC LEADERSHIP AND CORE COMPETENCIES
LEARNING OUTCOME: Identify the concept of "core competency" as a derivative of an organization's strengths and determine the core competencies of a small business or organization.

	8.B. Strategy Formulation 8.B. 1. Vision formulation 8.B. 2. Mission formulation 8.B. 3 The Leader's role in defining and maintaining the "core competencies" of the organization	Monday, 25st Team Presentations: All teams present the SWOT Analysis of the small business assigned. Teacher presentation: All points with discussion and participation
10° Oct. 25th – 30th		**Teamwork- Business Case #2:** Determine the 2 "Core competencies" of the small business assigned for presentation in the next class.
	Obligatory Readings **Text:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE-Learning Chapter 11 pp 424 to 428	

UNIT VIII. C: STRATEGIC LEADERSHIP AND KEY COMPETENCIES
LEARNING OUTCOMES:
- Identify the concept of "key competency" as a personal attribute that derives from superior job performance.
- Determine which "key competencies" may derive from an organization's "core competencies" for a specific job description.

	8.C. "Key" versus "Core" Competencies 8.C.1. What is a "key" competency? 8.C.2. How to derive a "Key Competency" from a "Core Competency for a specific position.	Monday, 1st Team Presentations: Core competencies for the small business case assigned. Teacher presentation: All points with discussion and participation
11° Nov. 1st - 6th	**Obligatory Readings:** **Articles** 1. The top 10 skills that'll get you a job when you graduate" (no date), Targetjobs.co.uk /https://targetjobs.co.uk/careers-advice/career-planning/273051-the-top-10-skills-thatll-get-you-a-job-when-you-graduate, retrieved March 7, 2018 2. "List of Key Competencies" (no date), Careersmart.com https://careersmart.org.uk/your-career/selling-your-skills/list-key-competencies, retrieved March 2, 2018	**Teamwork** **Business Case #3:** Identify key competencies for the positions assigned- 2 should derive from the "core competencies" of the business assigned

		Leadership Competency Development 2nd Evaluation DUE JUNE 14TH
UNIT IX: STRATEGY IMPLEMENTATION AND ORGANIZATIONAL CHANGE **LEARNING OUTCOMES:** Identify the process of change in organizations and the importance of the Leader's role in effective change management		
12° Nov. 8th – 13th	9. Strategy Implementation and Evaluation 9.1. Implementing strategies 9.2. Evaluating strategies 9.3. The need for change 9.4. The Leader's role 9.5. The 8-step change process (in 3 phases: unfreezing, changing, and re-freezing) 9.6. Why do people resist change 9.7. How to overcome resistance to change?	Monday, 8th **Reading Control 5: To be done Individually** Team presentations: "Key Competencies." Teacher presentation: All points Discussion and participation
	Obligatory Reading: **Text:** Lussier, R., &Achua, C. (2010). Leadership: theory, application, and skill development. 4th Edition, SOUTH-WESTERN CENGAGE-Learning Chapter 11 pp 429 to 442 **Read the following articles for Reading Control #5:** 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 Strebel, P (1996) Why do employees resist change. HBR https://hbr.org/1996/05/why-do-employees-resist-change	
UNIT X: EMOTIONAL INTELLIGENCE IN LEADERSHIP / MANAGING ONESELF **LEARNING OUTCOMES:** • Identify how the elements of emotional intelligence support effective leadership attitudes and behavior. • Recognize the different emotional leadership styles and when they should (and shouldn't) be used • Analyze the importance of knowing oneself and formulating a life and career plan		

13° **Nov. 15th** **– 20th**	10.1. Emotional Intelligence 10.1. 1. What is Emotional Intelligence? 10.1. 2. Why is it important? 10.1. 3. How can one improve EI? 10.1. 4 Emotional Leadership Styles 10.2. The importance of Strategic Life and a Career Plan 10.2. 1. Elements of the Plans 10.2. 2. A personal philosophy of life	**Reading Control #6 To be done individually** Monday 15th Team presentations: • Article 1 • Article 2 • Article 3 (Covering points 10.1) Teacher Presentation: Points 10.2 View and discuss video: Sam Burns – A Very Happy Life
	Obligatory Readings: **Articles: Read the one assigned to your team.** 1. Goleman, D. (1998) "What Makes a Leader?", Harvard Business Review, November - December issue 1998. 2. "Improving Emotional Intelligence: Key Skills for Managing Your Emotions and Improving Your Relationships," (no date), Helpguide.org, https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm, Retrieved February 16, 2019 3. Benincasa R. (2012, May 29) "6 Leadership Styles, And When You Should Use Them", https://www.fastcompany.com, retrieved May 22, 2016 **Articles: Read the following article for Reading Control #5** Drucker, P. (1999). Managing oneself. Best of Harvard Business Review, republished in January issue 2005	

UNIT: XI-A: LEADERSHIP SKILL DEVELOPMENT - COMMUNICATION
LEARNING OUTCOME: Identify the elements of supportive communication and how to use them.

14° **Nov.** **22nd –** **27th**	11. A. The importance of good relationships with others and the role of communication 11. A. 1. What is "Supportive Communication" 11. A. 2. The eight principles of Supportive Communication	Monday,22nd **Reading Control #7: To be done in teams** Teacher Presentation: Points: 11. A.+ 11. A. 1 Team Presentations: • Point 11.A.2: principles 1-3 • Point 11.A .2 principles 4-6 • Point 11.A. 2 principles 7 & 8 Team assignment: Design dialogues based on the principles of Supportive Communication in the situations assigned LEADERSHIP COMPETENCIES DEVELOPMENT REPORT DUE NOV. 24th
	Readings: **Text:** Whetten, D. & Cameron, K. (2011). Developing management skills. New Jersey: Prentice-Hall. Chapter. 4 pp 238 – 260} **Articles: Read the following articles for Reading Control #6** 1. Why Communication Practices are Important in the Workplace" (no date), OPTUM,https://intranet.ecu.edu.au/__data/assets/pdf_file/0019/501634/Communication-practices-for-managers Jan 15, pdf, retrieved February 14, 2019 2. The Benefits and Importance of Communication in the Workplace", (no date) Workspirited.com,https://workspirited.com/importance-of-communication-in-workplace 3. Despain, M. (2017, September 15), "The Power of Good Communication in the Workplace," Leadershipchoice.com, https://leadershipchoice.com/power-good-communication-workplace 4. A leader's guide: Communicating with teams, stakeholders, and communities during COVID-19 https://www.mckinsey.com/business-functions/organization/our-insights/a-leaders-guide-communicating-with-teams-stakeholders-and-communities-during-covid-19?cid=eml-web	

UNIT: XI – B LEADERSHIP SKILL DEVELOPMENT: DELEGATION **LEARNING OUTCOMES:** Identify the importance and benefits of delegating effectively to optimize leadership results.		
15° **Nov. 29th – Dec. 4th**	11. B. Delegation: What is it? Why is it important? 11. B. 1. Barriers to delegation: why don't People do it? 11. B. 2. Steps to Delegation 11. B. 3. The 5 levels of effective delegation	Monday, July 5th Team presentations: • Article 1: point 11.B.1 • Article 2: point 11.B.2 • Article 3: point 11.B.3 Review of Topics in Final Exam
	Reading: Text: Lussier, R., &Achua, C. *Leadership: theory, application, and skill development*4th Edition, SOUTH-WESTERN CENGAGE- Learning Ch. 6 pp 264- 268 **Articles:** 1. Tanner, Robert, (2018, May 12) "Five Common Barriers to Successful Delegation," Managementisajourney.com, /https://managementisajourney.com/five-common-human-barriers-to-effective-delegation/, Retrieved February 15, 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. 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	
16° **Dec. 6th – 11th**	**FINAL EXAM**	

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  https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm

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- Leadership Styles – Daniel Goleman et al."/Leadership-Styles-V1.pdf, retrieved February 20, 2019

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  https://careersmart.org.uk/your-career/selling-your-skills/list-key-competencies

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- Robbins, S & Judge, A., (2013) *Organizational Behavior.* (15th Ed) Pearson-Prentice Hall

- Shaw, J. (2017, Jan) How to Complete a Personal SWOT Analysis. *Thrive Global* retrieved December 5, 2018, https://thriveglobal.com/

- Successful Delegation: Using the Power of Others' Help (no date) *mindtools.com.* retrieved February 16, 2019, from https://www.mindtools.com/pages/article/newLDR_98.htm

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      https://managementisajourney.comhttps://managementisajourney.com
  /five-common-human-barriers-to-effective-delegation/.

- The Benefits and Importance of Communication in the Workplace (no date) *Workspirited.com.* Retrieved August 14, 2018
  https://workspirited.com/importance-of-communication-in-workplace

- The Importance of Teamwork in the Modern Law Firm (2016, April) *Llexidata.com,* https://lexicata.com/blog/importance-teamwork-modern-law-firm/, retrieved August 15, 2018

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      https://targetjobs.co.uk/careers-advice/career-planning/273051-the-top-10-skills-thatll-get-you-a-job-when-you-graduate

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      https://www.thebalancesmb.com/core-competency-in-business-2948314

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      https://online.stu.edu/articles/education/what-is-charismatic-leadership.aspx

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      https://intranet.ecu.edu.au/__data/assets/pdf_file/0019/501634/Communication-practices-for-managers

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IX. Teacher

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