



Course Syllabus

Leadership and People Management

March – July 2024

Cycle VIII

Teacher

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I. General Information regarding the course

Name of the Course	Leadership and People Management		
Pre-requisites:	Derecho Laboral Empresarial	Code:	10291
Precedent:	----	Semester:	2024-I
Credits:	3	Cycle:	VIII
Hours per week:	3 hours	Mode:	Presence
Career	Corporate Law	Course coordinator	Varinia Bustos vbustos@esan.edu.pe

II. General Overview

The course aims to provide the students with theoretical knowledge of Leadership and its relevance as a concept, as well as opportunities to apply it to analyze, understand, and solve problems in the modern business world and develop 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 their use in managing and optimizing organizational performance. The second is to learn how to build and work in teams to maximize results. It involves understanding the concept of leadership competencies and 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 and begin to implement the principles of effective teamwork and analyze the role of teamwork in the law profession.
- Identify different leadership theories and their practical application in organizations and understand the importance of ethics in Leadership.
- Distinguish the significant elements that influence Leadership in organizations to optimize control and direction in management.
- Identify the power dynamics in the organization and gain awareness of the problem of “sexual harassment” as a possible consequence of power in organizations and the implications for corporate lawyers.

- Analyze the importance of “culture” as a system of beliefs and values that leaders must help create and manage to achieve organizational goals.
- Analyze corporate strategy and determine the “core competencies” from the correct competitive advantage analysis.
- Identify the concept of “key competency” to align personal attributes with organizational roles and responsibilities to gain effectiveness.
- Identify their key competencies and the implication of their development for their future as professionals.
- Work effectively in teams contributing to achieving the team’s objectives and leveraging the experience for personal leadership competency development.

V. Methodology

This course offers a teaching perspective based on activities promoting knowledge transfer through theory and practice exposure. 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 (50%), the midterm (20%), and the final exam (30%).

The ongoing evaluation is the weighted average of corresponding assignments, which tracks students’ learning process in reading controls, case analyses, presentations, and team assignments.

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

$$PF = (0,20 \times EP) + (0,50 \times PEP) + (0,30 \times EF)$$

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) 50%		
Type of Evaluated Activity	Description	Weight %
Reading controls	6 Individual reading controls *	25%
Case analyses	2 situational case analyses to be done Individually	15%

	1 business case analysis (in 3 parts) to be done in teams	20%
Presentations	4 Team oral presentations **	20%
Leadership Competency Development	Individual Leadership Competency Report Project***	15%
Participation	Class Attendance and Participation	5%
Total PEP	All evaluated activities	100%

*6 Reading Controls will be delivered individually. The teacher will eliminate the Reading Control with the lowest grade; therefore, only 5 RC will be considered in the final score.

** Teams will prepare their presentations according to the instructions 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. Each team will evaluate the participation of its members in each presentation that they will have. The final grade for each presentation is obtained from the teacher's rubric (75%) and individual participation (25%)

*** 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: <ul style="list-style-type: none"> Gain a clear idea of the course's contents, scope, dynamics, and student requirements. Recognize the importance of Leadership as a concept, its definitions, and the main Leadership Theory Paradigms 		
1° March 21st -27th	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. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning. <i>Chapter 1</i>	<u>Monday, 25th</u> 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: <ul style="list-style-type: none"> Identify and begin to implement the principles of effective teamwork. 		

<ul style="list-style-type: none"> Analyze the role of teamwork in the law profession. 		
<p>2°</p> <p>Apr 1st – 6th</p>	<p>2. Teamwork and Team Leadership</p> <p>2.1. Importance of Teamwork in Organizations</p> <p>2.2. Teams vs. Groups</p> <p>2.3. Advantages and Disadvantages of Teamwork</p> <p>2.4. Characteristics of Effective Teams</p> <p>2.5. Teamwork in the Law Profession</p>	<p><u>Monday, 1st</u></p> <p>Reading Control #1: To be done individually</p> <p>Teacher Presentation: All points</p> <p>Team dynamics: IT tools</p> <p>Discussion</p>
	<p>Obligatory Reading:</p> <p>Text: Lussier, R., & Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning. Chap 8 pp. 268-301</p> <p>Articles: Read the following articles for Reading Control #1</p> <ol style="list-style-type: none"> “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. Santiago Comella-Dorda, Lavkesh Garg, Suman Thareja, and Belkis Vasquez-McCall (2020) <i>Revisiting agile teams after an abrupt shift to remote</i>. McKinsey.com. March 2021 https://www.teamwork.com/blog/the-5-stages-of-team-development-what-you-need-to-know/ 	
<p>UNIT III: LEADERSHIP TRAITS, ATTITUDES, AND ETHICS</p> <p>LEARNING OUTCOMES: Identify the principal personality traits attributed to effective leaders and understand the importance of ethics in Leadership.</p>		
<p>3°</p> <p>Apr. 8th – 13th</p>	<p>3. Personality Traits and Attitudes of Leaders</p> <p>3.1 The Big Five and other leader traits</p> <p>3.2 Achievement motivation and Leader Motive Profile</p> <p>3.3. Leadership attitudes:</p> <p>3.3.1. Theory X and Theory Y</p> <p>3.3.2. The Pygmalion effect:</p> <p>3.3.3. Self-concept</p> <p>3.4. Ethical Leadership</p> <p>3.4.1 Personality Traits and Attitudes and Moral Development:</p> <p>3.4.2. How people justify unethical behavior</p> <p>3.4.3. Being an Ethical leader</p>	<p><u>Monday, 8th</u></p> <p>Situational Case Analysis</p> <p>Team Presentations:</p> <ul style="list-style-type: none"> 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 <p>Video</p> <p>Teacher presentation of Individual Leadership Competency Development with Instructions for 1st evaluation</p>
	<p>Obligatory Reading:</p> <p>Text: Lussier, R., & Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning. Chapter 2 pp 31 - 59</p>	

UNIT IV: LEADERSHIP BEHAVIOR AND MOTIVATION
LEARNING OUTCOME:

- Identify the importance of the Leader’s behavior in motivation by analyzing the major motivation theories.

<p>4° Apr 15th - 20th</p>	<p>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</p> <p>Obligatory Reading: Text: Lussier, R., & Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning. Chapter 3 pp. 68 – 107</p> <p>Articles for the Reading Control 2</p> <p>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/</p> <p>Schaufeli Wilmar (2021) Engaging Leadership: How to Promote Work Engagement? Frontiers in Psychology (12) https://www.frontiersin.org/articles/10.3389/fpsyg.2021.754556</p>	<p><u>Monday, 15th</u> Reading Control #2</p> <p>Team Presentations:</p> <ul style="list-style-type: none"> • Points: 4.1,4.2,4.3 + 4.4 • Points: 4.5+ 4.5.1 • Points: 4.5.2 <p>Teacher Presentation: Point: 4.5.3</p>
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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.”

<p style="text-align: center;">5° Apr 22nd – 27th</p>	<p>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</p>	<p><u>Monday, 22nd</u> 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.”</p>
<p>UNIT VI: LEADERSHIP OF CULTURE, DIVERSITY, AND ETHICS LEARNING OUTCOMES:</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 style="text-align: center;">6° Apr 29th - May 4th</p>	<p>6. Leadership of Culture, Ethics, and Diversity 6.1 Creation and Sustainability 6.2 Low and High-Performance cultures 6.3 Value-Based Leadership 6.4 Cultural Value Types 6.5 National Culture Identities – Hofstede’s Dimensions 6.6 Changing Demographics and Diversity</p> <p>Obligatory Reading: Text: Lussier, R., & Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning. Chapter 10 pp 357 -385</p> <p>Articles: All students must read both articles.</p> <ol style="list-style-type: none"> Guthrie, D., (2014, February 25), "Miami Dolphins: Leadership, Organizational Culture, and Empty Words," Forbes – virtual http://www.forbes.com/sites/dougghuthrie/, retrieved July 13, 2017 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 	<p><u>Monday 29th</u> Situational Case Analysis #2 Teacher Presentation: All points View scenes from the movie: “42: The Jackey Robinson Story” for discussion and commentary.</p>

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° May 6th – 11th	<p>7. Charismatic and Transformational Leadership</p> <p>7.1. Personal meaning: the factors that influence it</p> <p>7.2 Difference between charismatic and non-charismatic leaders</p> <p>7.3 The effects of charismatic Leadership</p> <p>7.4 The qualities of charismatic leaders</p> <p>7.5 Charisma as a double-edged sword</p> <p>7.6 Transformational leadership, its effects, and comparison with charismatic Leadership</p> <p>7.7 Behaviors and attributes of transformational leaders</p> <p>7.8 Transformational versus Transactional Leaders</p> <p>7.9 The transformation process and the “four I’s.”</p> <p>7.10. Stewardship</p> <p>7.11. Servant Leadership</p> <hr/> <p>Obligatory Readings: Text: Lussier, R., & Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 9 pp 319 -348</p> <p>Articles: Read the following articles for Reading Control #3</p> <ol style="list-style-type: none"> 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://leadernomics.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
8° May 13th – 18th	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

<p>9° <i>May 20th-25th</i></p>	<p>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)</p>	<p><u>Monday, 20th</u> Reading Control #4 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</p>
<p>Obligatory Readings Text: Lussier, R., & Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning. Chapter 11 pp 395-419 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</p>		

UNIT VIII – B & C: STRATEGIC LEADERSHIP, CORE COMPETENCIES AND KEY 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.

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.

10° May 27th – June 1st	<p>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</p> <p>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.</p>	<p><u>Monday, 27th</u></p> <p>Team Presentations: All teams present the SWOT Analysis of the small business assigned.</p> <p>Teacher presentation: All points with discussion and participation</p> <p>Teamwork- Business Case #2 and #3: Determine the “Core competencies” of the small business assigned for presentation in the next class.</p>
	<p>Obligatory Readings Text: Lussier, R., & Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 11 pp 395-419</p> <p>Obligatory Readings: Articles</p> <ol style="list-style-type: none"> 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 	<p>Identify key competencies for the positions assigned- 2 should derive from the “core competencies” of the business assigned.</p>
<p>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</p>		
11° June 3rd – 8th	<p>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?</p>	<p><u>Monday, 3rd</u></p> <p>Reading Control 5</p> <p>Team presentations: “Key Competencies.”</p> <p>Teacher presentation: All points</p> <p>Discussion and participation</p> <p>Leadership Competency Development 2nd Evaluation</p>
	<p>Obligatory Reading: Text: Lussier, R., & Achua, C. (2016). Leadership: theory, application, and skill development. 6th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 11 pp 395-419</p> <p>Read the following articles for Reading Control #5:</p>	

	<p>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</p> <p>Strebel, P (1996) Why do employees resist change. HBR https://hbr.org/1996/05/why-do-employees-resist-change</p>	
<p>UNIT X: EMOTIONAL INTELLIGENCE IN LEADERSHIP / MANAGING ONESELF</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> 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 		
<p>12° June 10th-15th</p>	<p>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</p> <p>Obligatory Readings: Articles: Read the one assigned to your team.</p> <ol style="list-style-type: none"> Goleman, D. (1998) "What Makes a Leader?", Harvard Business Review, November - December issue 1998. "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 Goleman, D (N,D) 6 Leadership Styles <p>Articles: Read the following article for Reading Control #6 Drucker, P. (1999). Managing oneself. Best of Harvard Business Review, republished in January issue 2005</p>	<p>Reading Control #6</p> <p><u>Monday 10^h</u></p> <p>Team presentations:</p> <ul style="list-style-type: none"> Article 1 Article 2 Article 3 <p>(Covering points 10.1)</p> <p>Teacher Presentation: Points 10.2</p> <p>View and discuss video: Sam Burns – A Very Happy Life</p>
<p>UNIT: XI-A: LEADERSHIP SKILL DEVELOPMENT - COMMUNICATION</p> <p>LEARNING OUTCOME: Identify the elements of supportive communication and how to use them.</p>		
<p>13° June 17th – 22nd</p>	<p>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</p>	<p><u>Monday, 17th</u></p> <p>Teacher Presentation: Points: 11. A. + 11. A. 1</p>

	<p>Readings: Text: Whetten, D. & Cameron, K. (2011). Developing management skills. New Jersey: Prentice-Hall. Chapter. 4 pp 238 – 260}</p>	<p>Team Presentations:</p> <ul style="list-style-type: none"> • Point 11.A.2: principles 1-4 • Point 11.A. 2 principles 5 - 8 <p>Team assignment: Design dialogues based on the principles of Supportive Communication in the situations assigned</p> <p>LEADERSHIP COMPETENCIES DEVELOPMENT REPORT DUE NOVEMBER 22nd</p>
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UNIT XI. B & C DEVELOPING LEADERSHIP SKILLS – CONFLICT MANAGEMENT AND EMPOWERING

- 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

<p>14° June 24th – 29th</p>	<p>11. B. Managing Conflict 11. B. 1. Identifying “type” of conflict according to focus 11. B. 2. Sources of conflict 11. B. 3. The 5 conflict management styles 11. B. 4. Collaborative conflict resolution</p> <p>11. C. Empowerment 11. C. 1. The 5 dimensions of empowerment 11. C. 2. Ways of supporting the dimensions 11. C. 3. Inhibitors to empowerment</p>	<p><u>Monday 24th</u></p> <p>Teacher’s Presentation: Conflict and Conflict Management</p> <p>Group Dynamic: “The Prisoners’ Dilemma”</p> <p>Team Presentations: Point: 11. C. 1 Point: 11. C. 2 Point: 11. C. 3</p> <p>Discussion</p>
	<p>Obligatory Reading: Text:</p> <ol style="list-style-type: none"> 1. Lussier, R., & Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 6 pp 183-211 2. Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice-Hall. Chapter 8.pp. 443-463 	

UNIT: XI – D LEADERSHIP SKILL DEVELOPMENT: DELEGATION LEARNING OUTCOMES:
Identify the importance and benefits of delegating effectively to optimize leadership results.

<p style="text-align: center;">15°</p> <p style="text-align: center;">July 1st- 6th</p>	<p>11. D. Delegation: What is it? Why is it important? 11. D. 1. Barriers to delegation: why don't People do it? 11. D. 2. Steps to Delegation 11. D. 3. The five levels of effective delegation</p> <p>Reading: Text: Lussier, R., & Achua, C. <i>Leadership: theory, application, and skill development</i> 6th edition, SOUTH-WESTERN CENGAGE- Learning Ch. 7 pp 249-257</p> <p>Articles:</p> <ol style="list-style-type: none"> 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 	<p><u>Monday, 1st</u></p> <p>Team presentations:</p> <ul style="list-style-type: none"> • Article 1: point 11.B.1 • Article 2: point 11.B.2 • Article 3: point 11.B.3 <p>Review of Topics in Final Exam</p>
<p>16°</p> <p style="text-align: center;">July 8th-13th</p>	<p>FINAL EXAM</p>	

VIII. References

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IX. Laboratory Support / Softwares

NONE

X. Teacher

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