



Course Syllabus

Leadership

March – July 2024

Cycle VII

Teacher

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:	2024-I
Credits:	3	Cycle:	VII
Hours per week:	3 hours	Course mode:	PRESENCE
Careers	Obligatory course for: Organizational Psychology and Consumer Psychology	Course coordinator:	Varinia Bustos vbustos@esan.edu.pe

II. Summary

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

We will think critically about effective leadership, the traits and ethics that should accompany it, the motivation that guides leaders, and how they influence and motivate others to 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 for understanding theoretical perspectives and their evolution. By the end of the course, the student should be able to understand the links between leadership and current developments in people management and human behavior in organizations and identify the primary management abilities related to leadership in organizations. Second, it aspires to help the participants develop their leadership abilities by assessing and monitoring the evolution of their leadership competencies during the course through teamwork and with the help of their teammates.

IV. Learning outcomes

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

- Identify and explain the leadership concept.
- Distinguish the core elements that influence organizational leadership to optimize control and direction in management.
- Identify different leadership theories and understand their practical application in organizations.
- Explain different leadership styles and their effect on motivation and engagement.

- Analyze and describe the importance of power relationships, culture, and diversity in leadership situations and their impact on organizational behavior and achievement.
- Identify the leader as a key organizational figure and analyze their leadership style.
- Identify the key competencies necessary for leadership development.
- Determine their strengths and areas of improvement regarding these critical competencies, drawing up a Personal Plan for Improvement.
- Work effectively in teams, contributing to achieving the team's objectives.
- Apply their "Personal Plan to develop and use leadership competencies in the management of team projects.

V. Methodology

This course offers a teaching perspective based on the combination of activities that promote knowledge transfer through exposure to theory and practice. This invites students to act independently and creatively based on a solid professional motivation that allows them 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 students' active participation is expected.

Therefore, reading the chapters of the textbooks and the 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 ongoing assessment or PEP (50%), the midterm (20%), and the final exam (30%).

The final average (PF) is obtained as follows:

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

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)

Ongoing 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 weights within the ongoing assessment are described in the following table:

Ongoing Assessment (PEP) 50%		
Type of Evaluated Activity	Description	Weight %
Reading controls	6 Individual reading controls*	20%
Case analysis	3 Individual case analysis	25%
Presentations	6 team oral presentations**	25%
Report on Development of Leadership Competencies	Individual Leadership *** Assessment Report	10%
Group project	Final Group Project ***	15%
Participation	Class Attendance and Participation,	5%
Total PEP	All evaluated activities	100

*6 Reading Controls will be delivered individually. The **Individual** Reading Control with the lowest grade will be eliminated. Therefore, only 5 will be considered for the final score.

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

*** Students will receive written instructions and due dates for these activities. They must comply with the due dates. Otherwise, the students will have a grade of "0" on these projects.

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 contents, scope, and dynamics of the course and what is required of the students. Identify the Leadership Concept, its definitions, and the main Leadership Theory Paradigms 		

<p style="text-align: center;">1°</p> <p style="text-align: center;">Mar 21st - 27th</p>	<p>THE LEADERSHIP CONCEPT</p> <p>1.1 What is “Leadership”?</p> <p>1.2 Who is a Leader?</p> <p>1.3 Are Leaders born or made?</p> <p>1.4 Levels of analysis of Leadership</p> <p>1.5 Leadership Theory Paradigms</p> <hr/> <p>Reading: Lussier, R., & Achua, C. (2016) Leadership: theory application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 1</p>	<p><u>Wed 27th</u></p> <p>Teacher’s presentation of the course: objectives, methodology, activities, and evaluation.</p> <p>Review of the syllabus, explanation of activities, and special projects.</p> <p>Formation of teams and drawing up of “team norms”.</p> <p>Teacher’s presentation and discussion of Leadership concept and theories</p>
<p>UNIT II: TEAMS AND TEAMWORK AS AN ESSENTIAL ELEMENT OF LEADERSHIP</p> <p>LEARNING OUTCOME: Identify the essential elements of effective teamwork and how to apply them inside and outside the classroom to achieve team objectives.</p>		
<p style="text-align: center;">2°</p> <p style="text-align: center;">Apr 1st- 6th</p>	<p>TEAMS AND TEAMWORK</p> <p>2.1 What is a team?</p> <p>2.2 Group versus team: How are they different?</p> <p>2.3 Advantages and disadvantages of teamwork</p> <p>2.4 The characteristics of effective teams</p> <p>2.5 Types of teams</p> <p>2.6 Decision Making in teams</p> <p>2.7 Leadership skills for effective meetings</p> <p>2.8 Self – managed teams</p> <hr/> <p>Obligatory Reading: Text: Lussier, R., & Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 8 pp. 268-301 Articles: Read the following articles for the Reading Control #1</p> <ol style="list-style-type: none"> 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 Heathfield, S. (2017, August 1), "10 Tips for Better Teamwork: Teams That Get These Factors Right Experience Success", <i>The Balance Career</i>, 	<p><u>Wed. 3rd</u></p> <p>Reading Control #1</p> <p>Dynamics. IT Tools</p> <p>Teams’ presentations:</p> <ul style="list-style-type: none"> Point 2.5 + 2.6 Point 2.7 Point 2.8 <p>Discussion</p>

	<p>https://www.thebalancecareers.com/tips-for-better-teamwork-1919225, retrieved March 5, 2018.</p> <p>3. https://www.teamwork.com/blog/the-5-stages-of-team-development-what-you-need-to-know/</p>	
<p>UNIT III: LEADERSHIP TRAITS AND ETHICS</p> <p>LEARNING OUTCOME: 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>LEADERSHIP TRAITS</p> <p>3.1 The “Big Five”</p> <p>3.2 Universally accepted traits</p> <p>3.3 Achievement motivation Theory and Leader Motive Profile Theory</p> <p>3.4 Leadership Attitudes</p> <p>3.5 Ethical Leadership</p> <p>3.5.1 Moral Development</p> <p>3.5.2 “Justifying” unethical behavior</p> <p>3.5.3 Being an Ethical Leader</p> <p>3.6 The “Stakeholder” approach to Ethics</p>	<p><u>Wed 10th</u></p> <p>Teacher’s presentation: Leadership Traits and Attitudes</p> <p>AND Leadership Competency Development with instructions for 1st evaluation. DUE DATE WOULD BE COORDINATED IN CLASS</p> <p>Case Analysis #1: Case related to UNIT</p> <p>Video: Ethical Leadership: Best Practices</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 Chapter 2 pp 31 – 59</p>	
<p>UNIT IV: LEADERSHIP BEHAVIOR AND MOTIVATION</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> Analyze how a leader’s behavior influences motivation Identify the major motivation theories, their virtues, and their limitations. 		
<p>4°</p> <p>Apr. 15th – 20th</p>	<p>4.1 Leadership styles and Behavior: University of Iowa, University of Michigan, Ohio State University, Leadership grid</p> <p>4.2 Leadership and major motivation theories</p> <p>4.3 The motivation processes</p> <p>4.4 Three major classifications of motivation theories</p> <p>4.4.1 Content motivation theories: Hierarchy of Needs, Two-factor Theory and Acquired Needs Theory</p> <p>4.4.2 Process motivation theories: Equity Theory, Expectancy Theory, and Goal Setting Theory</p> <p>4.4.3 Reinforcement theory</p> <p>4.5 Putting the motivation theories together</p>	<p><u>Wed. 17th</u></p> <p>Reading Control #2:</p> <p>Teacher’s introduction</p> <p>Teams’ presentations:</p> <ul style="list-style-type: none"> Point: 4.1 Point: 4.2, 4.3, 4.4 + 4.4.1 Point: 4.4.2
	<p>Obligatory Reading</p> <p>Text: Lussier, R., & Achua, C. (2016) Leadership: theory, application and skill development, 6th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 3 pp 68-105</p>	<p>Teacher’s presentation:</p> <ul style="list-style-type: none"> 4.4.3 + 4.5 <p>Discussion</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>UNIT V: POWER AND POLITICS. UNIT VI: LEADER FOLLOWER RELATIONS AND TEAMS</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 • Develop some important personal “power tactics.” • Analyze the dyadic nature of Leader-Follower relations. • Identify the different types of followers and the importance of learning to be a good follower to become a good leader. 		
<p>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 Guidelines for Developing Political Skills: 5.4.1. Networking 5.4.2. Negotiating 5.4.3. Self-promotion</p> <p>6. Leader-Follower Relations 6.1 Evolution of the Dyadic Theory 6.2 Leader-Member Exchange Theory 6.3 Followership: Types of Followers and the dual role of being a Leader and a Follower</p> <p>Obligatory Reading: Unit V: Text: Lussier, R., & Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 5 pp 144-179</p> <p>Unit VI: Text: Lussier, R., & Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 7 pp 230- 261</p> <p>Read these articles for Reading Control #3</p>	<p><u>Wed, 24th</u></p> <p>Teacher Presentation: Unit 5</p> <p>Leadership Competency Feedback and elaboration of Leadership Competency Development Plan. DUE DATE WOULD BE COORDINATED IN CLASS</p> <p>Reading Control # 3: done Individually</p> <p>Discussion and Teamwork on “1-minute Self Sell”</p> <p>Teams Presentations:</p> <ul style="list-style-type: none"> • Point: 6.1 • Point: 6.2 • Point: 6.3

	<p>Shulan, G (April 2018), "The Review of Implicit Followership Theories (IFTs)", SCIENTIFIC RESEARCH – An Academic Publisher PSYCH> Vol.9 No.4, https://www.scirp.org/journal/PaperInformation.aspx?PaperID=83746, retrieved March 13, 2019</p> <p>Suda, L. (2013). In praise of followers. Paper presented at PMI® Global Congress 2013—North America, New Orleans, LA. Newtown Square, PA: Project Management Institute.</p>	
<p>6° <i>Apr 20th -May 4th</i></p>	<p>HOLIDAY Wednesday 1st of MAY</p>	
<p>UNIT VII: LEADERSHIP OF CULTURE, ETHICS AND DIVERSITY</p> <p>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>7° <i>May 6th -11th</i></p>	<p>7. Leadership of Culture, Ethics, and Diversity</p> <p>7.1 The leader’s role in Culture: Creation and Sustainability: Substantive Actions and Symbolic Actions</p> <p>7.2 Low and High-Performance cultures</p> <p>7.3. Cultural Value Types</p> <p>7.4 National Culture Identities – Hofstede’s Dimensions</p> <p>7.5: Organizational Ethics</p> <p>7.6 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 357-390</p>	<p><u>Wed. 8th</u></p> <p>Teams Presentations:</p> <ul style="list-style-type: none"> Point: 7.2 + 7.3 Point: 7.4 Point: 7.5 <p>Teacher Presentation: Points 7.1 and 7.6</p> <p>Watch scenes from the movie “42 The Jacky Robinson Story” and comment</p> <p>Case Analysis #2: Jonathan Martin and the Miami Dolphins</p> <p>Midterm Review</p>
<p>8° <i>May 13th - 18th</i></p>	<p>MIDTERM EXAMS</p>	
<p>UNIT VIII: ORGANIZATIONAL LEADERSHIP: CHARISMATIC, TRANSFORMATIONAL LEADERS AND STEWARDSHIP</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. 		

<ul style="list-style-type: none"> Identify the characteristics of “Stewardship” as a form of Leadership and the characteristics of “Servant Leaders”. 		
<p>9^o</p> <p>May 20th - 25th</p>	<p>8.1 Charismatic Leadership: Weber’s Concept</p> <p>8.2 Locus of Charismatic and the effects on followers: How to acquire charismatic qualities.</p> <p>8.3 Charisma as a double-edged sword</p> <p>8.4 Transformational Leadership: Transformational vs Transactional</p> <p>8.5 The transformation process</p> <p>8.6 Charismatic and Transformational Leadership: The qualities of effective charismatic and Transformational leaders</p> <p>8.7 Behaviors of Charismatic and transformational leaders: The 4-“I”</p> <p>8.8 Charismatic and Transformational: The difference</p> <p>8.9 Stewardship and Servant Leadership</p>	<p><u>Wed. 22nd</u></p> <p>Reading Control #4: Done individually</p> <p>Teams’ presentations:</p> <ul style="list-style-type: none"> Point: 8.1, 8.2, 8.3 Point: 8.4, 8.5, 8.6, Point: 8.7, 8.8, 8.9 <p>Video and discussion: “I have a dream” MLK</p>
<p>Obligatory Reading: Text: Lussier, R., & Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 9 pp 319-345</p> <p>Read the following reading for Reading Control #4:</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 		
<p>UNIT IX: STRATEGIC LEADERSHIP AND CHANGE MANAGEMENT</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> Identify the term “strategy” within an organizational context and understand how a strategy is formulated. 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. 		

<p style="text-align: center;">10°</p> <p>May 27th – Jun 1st</p>	<p>9. Strategic Leadership 9.1 Why strategies fail 9.2 The strategic management process: analyzing the environment, formulating the vision and mission, setting goals 9.3 Strategy formulation and core competencies 9.4 Implementation and evaluation 9.5 Leading Organizational change 9.5.1. The need 9.5.2. The role of Leadership 9.5.3. The change management Process 9.5.4. Why People Resist Change 9.5.5. Strategies for minimizing resistance</p> <hr/> <p>Obligatory Reading: Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th edition, SOUTH-WESTERN CENGAGE- Learning Chapter 11 pp 417 to 442</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><u>Wed. 29th</u></p> <p>Teacher's presentation: Points 9.1 thru 9.4</p> <p>Reading Control #5: done individually</p> <p>Teams' presentations:</p> <ul style="list-style-type: none"> • Point: 9.5.1, 9.5.3 + 9.5.3 • Point: 9.5.4 + 9.5.5
<p>X. THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN LEADERSHIP LEARNING OUTCOMES:</p> <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" 		
<p style="text-align: center;">11°</p> <p>Jun 3rd -8th</p>	<p>10. What is "emotional intelligence"? 10.1 Elements of EI 10.2 How these elements impact leadership 10.3 The importance of a leader's mood in an organization 10.4 "Six emotional leadership styles": what they are, when to use, and when not to use each one.</p>	<p><u>Wed. 5th</u></p> <p>Teams Presentations</p> <ul style="list-style-type: none"> • Article 1 • Article 2 • Article 3 <p>Discussion</p> <p>Case Analysis #3: INDUSTRIAL SUPPLIES SAC</p>

	<p>Obligatory Reading: Text. Robbins & Judge (2015) Organizational Behavior, 15th ed. Pearson Chapter 4 pp 97-124</p> <p>Articles: Read the one assigned to your team</p> <ol style="list-style-type: none"> 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 	<p>Leadership Competency Development 2nd Evaluation DUE DATE WILL BE COORDINATED IN CLASS</p>
<p>UNIT XI. A & B: DEVELOPING LEADERSHIP SKILLS – SELF MANAGEMENT AND COMMUNICATION</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Gain awareness of the need to know one’s strengths, desires, and limitations to build a Life and Career Plan • Identify the elements of Supportive Communication and how to use them. 		
<p>12^o June 10th - 15th</p>	<p>11. A. Developing Oneself 11. A. 1. Self-Leadership 11. A. 2. Career Development 11. A. 3. Personal Philosophy of Life 11. B. Supportive Communication 11. B. 1. Building relationships by communicating supportively 11. B. 2. The 8 Principles of Supportive Communication</p> <p>Obligatory Reading: Text: Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice-Hall. Ch. 4 PP. 238 – 260</p>	<p><u>Wed. 12th</u></p> <p>Teacher Presentation. 11.A all</p> <p>Video and discussion: “Sam Burns- A Very Happy Life”</p> <p>Teams Presentations: Principle 1,2,3 & 4 Principles 5,6,7 & 8</p> <p>Role Play: Constructing Dialogues based on principles of Supportive Communication</p>
<p>UNIT XI. C & D: DEVELOPING LEADERSHIP SKILLS – CONFLICT MANAGEMENT AND EMPOWERING</p> <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 		

<p style="text-align: center;">13° June 17th – 22nd</p>	<p>11. C. Managing Conflict 11. C. 1. Identifying “type” of conflict according to focus 11. C. 2. Sources of conflict 11. C. 3. The 5 conflict management styles 11. C. 4. Collaborative conflict resolution 11. D. Empowerment 11. D. 1. The 5 dimensions of empowerment 11. D. 2. Ways of supporting the dimensions 11. D. 3. Inhibitors to empowerment</p> <p>Obligatory Reading: Text: 1. Lussier, R., & Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 6 pp 200-226</p> <p>2. Whetten, D. & Cameron, K. (2011). Developing Management Skills, 8th Edition, New Jersey: Prentice-Hall. Chapter 8.pp. 443-463</p> <p>Article for Reading Control 6</p> <p>Managing Conflict in the Workplace. The Project Management Institute Project Management Handbook, Ed: Jeffrey Pinto. 1998 isbn 0-7879-4013- https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingworkplaceconflict.aspx</p>	<p><u>Wed. 19th</u></p> <p>Reading Control #6</p> <p>Teacher’s Presentation: Conflict and Conflict Management</p> <p>Group Dynamic: “The Prisoners’ Dilemma”</p> <p>Team Presentations: Point: 11. D. 1 Point: 11. D. 2 Point: 11. D. 3</p> <p>Discussion</p>
<p>UNIT XI. E & F: DEVELOPING LEADERSHIP SKILLS – DELEGATING AND MANAGING STRESS</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> Identify the importance of delegating and how to do it to optimize leadership results. Gain an understanding of the phenomenon of “workplace stress”, how to recognize its symptoms, and what can be done to minimize its effects. 		
<p style="text-align: center;">14° June 24th – 29th</p>	<p>11. E. Delegation: What is it? Why is it important? 11. E. 1. Barriers to delegation: why don’t People do it? 11. E. 2. Steps to Delegation 11. E. 3. The 5 levels of effective delegation 11. F. Stress Management 11. F. 1. Sources of Workplace Stress 11. F. 2. Ways for working people to manage stress 11. F. 3. What employers can do to reduce/alleviate workplace stress</p> <p>Reading: Text: Lussier, R., & Achua, C. (2016) Leadership: theory, application and skill development, 6th Edition, SOUTH-WESTERN CENGAGE- Learning Chapter 7 249-254</p> <p>Articles “Delegation”: Read the one assigned to your team</p> <p>1. Economy, P. (2014, December 19), "Five Levels of Remarkably Effective Delegation", Inc.com,</p>	<p><u>Wed. 26th</u></p> <p>Teacher’s presentation: Introduction</p> <p>Team presentations</p> <ul style="list-style-type: none"> Article 1 – 11.E.1 Article 2 – 11.E.2 Article 3 – 11.E.3 <p>Teacher’s presentation</p>

	<p>https://www.inc.com/peter-economy/5-levels-of-remarkably-effective-delegation.html, Retrieved February 16, 2019</p> <p>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</p> <p>3. Tanner, R, (2018, May 12), "Five Common Barriers to effective Delegation", https://managementisajourney.comhttps://managementisajourney.com/five-common-human-barriers-to-effective-delegation/,retrieved February 17, 2019</p>	LEADERSHIP COMPETENCIES DEVELOPMENT REPORT DUE DATE
UNIT XII REVIEW OF ALL OF THE CONCEPTS PRESENTED		
LEARNING OUTCOME: Consolidation of all of the concepts covered in class through the presentation of the Final Team Project and the final case analysis		
<p>15°</p> <p>July 01st – 06th</p>	<p>12. Analysis of a Leader: traits, attitudes, motivational style strategic capacity and change management with critical opinions.</p> <p>Reading: Text: Lussier, R., & Achua, C. (2010) Leadership: theory, application and skill development, 4th Edition, SOUTH-WESTERN CENGAGE- Learning Review relevant chapters and pages</p>	<p><u>Wed. 3rd</u></p> <p>Presentations of Final Team Project & Review</p>
<p>16°</p> <p>July 8th – 13th</p>	FINAL EXAM	

VIII. References

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http://images.transcontinentalmedia.com/LAF/lacom/leadership_styles_job_satisfaction.pdf
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IX. Laboratory Support / Softwares

NONE

X. Teacher

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