



Universitat de Lleida

# DEGREE CURRICULUM

# **LEADERSHIP SKILLS**

Coordination: BORRAS RIBA, EULALIA

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	LEADERSHIP SKILLS			
<b>Code</b>	102495			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's degree in Industrial Organization and Logistics Engineering	4	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	BORRAS RIBA, EULALIA			
<b>Department</b>	FOREIGN LANGUAGES AND LITERATURES			
<b>Teaching load distribution between lectures and independent student work</b>	60h face-to-face/online learning (40%) 90h autonomous learning (60%)			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BORRAS RIBA, EULALIA	eulalia.borras@udl.cat	7,2	

## Subject's extra information

The student will have to carry out continuous work throughout the semester in order to achieve the objectives of this course. It is recommended to frequently visit the Virtual Campus space associated with the subject and directly use the personal email of the teacher instead of using only the Virtual Campus messaging.

Students are expected to engage in active participation in class activities due to the interactive and practical nature of the course.

## Learning objectives

Learning outcomes:

- The student gets acquainted with the main abilities inherent to effective management: Self-awareness, time management, stress management, ability to solve problems creatively, ability to communicate effectively and motivate individuals and teams. Also the student will understand how to manage conflict and uncertainty as well as how to carry out positive changes in organizations.
- The student is capable of practicing these skills.

## Competences

### Basic competencies

- B03 That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- B04 That students can transmit information, ideas, problems and solutions to a specialized and non-specialized public.

### General competencies

- CG9. To organize and plan in the field of the company, and other institutions and organizations.
- CG10. To work in a multilingual and multidisciplinary environment.

### Specific competencies

- CE23. To acquire capacity to design organizational systems and job assessment.

### Cross-curricular competencies

- CT1. To develop a proper understanding and oral and written expression of Catalan and Spanish.
- CT2. To develop meaningful command of a foreign language, especially English.
- CT3. To implement new technologies and technologies of information and communication.

- CT4. To apply basic knowledge of entrepreneurship and professional environments.

## Subject contents

1. **Self awareness and management effectiveness**
2. **Coping with Stress**
  - Time management
  - Developing Resilience
3. **Creative Problem Solving**
  - Approaches to creativity
  - Creativity and innovation
4. **Effective and Supportive Communication**
  - Main characteristics of Supportive communication
  - Intercultural contexts: ELF
  - Face- to-face communication vs. conference calls and digital interaction
  - Conducting meetings and interviews. Making effective presentations
5. **Interpersonal Skills**
  - Emotional intelligence
  - Influence and organizational power
6. **Motivating others**
  - Leadership versus management: Management Styles
  - Intrinsic and extrinsic motivation
  - Performance and motivation
7. **Negotiation and Conflict Resolution**
  - Conflict management
  - Negotiation strategies
8. **Empowerment**
  - How to empower others
  - How to delegate
9. **Effective teamwork**
  - What teams work best
  - Belbin inventory of team roles
10. **Positive Change. Ethical leadership and diversity**

## Methodology

Students will have to **work autonomously prior to every class** to be prepared for active engagement in class activities based on interaction. To this end, students will be expected to read reports/chapters of books, study cases, or do fieldwork (on-site interviews...); depending on the assignment and the topic being covered in class.

The classes will display an array of methodological tools:

- **Interactive teacher-fronted classes** that will explain the theoretical basis of leadership skills.
- **Groupwork activity** (or pairwork activity, according to the task at hand) in order to:
  - **Engage in discussion activity and analysis of cases** (which the students will have previously read) illustrating the leadership skill being studied. After the discussion, the group will reach a consensus and the conclusions will be made public to the whole class in the form of an oral presentation or as a general discussion and brainstorm activity.
  - **Produce written exercises, reports or a formal resolution** of the case being studied, depending on the specific assignment.
  - **Carry out role play exercises and games** related with the leadership skill being analysed.

## Development plan

Week	Methodology	Contents	Face-to-face/online learning	Autonomous work
1	Teacher-fronted classes. Groupwork. Interviews to leaders. Questionnaires Exercises. Discussion	Introduction: Essential skills for effective management 1. Self-awareness	4	6
2	Teacher-fronted classes. Groupwork. Surveys. Discussion. Mindfulness exercise.	2. Coping with stress	4	6
3	Teacher-fronted classes. Groupwork. Discussion. Case Study	3. Creative problem-solving	4	6
4	Teacher-fronted classes. Groupwork. Discussion. Exercises. Game: Effective instructions and feedback. Oral presentation.	4. Effective communication	4	6
5	Teacher-fronted classes. Groupwork. Oral presentation	5. Interpersonal Skills Assessment. Oral presentation 1: Results of interview to managers "What does it take to be a good manager?"	4	6
6	Teacher-fronted classes. Groupwork. Discussion	5. Interpersonal skills	4	6

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7	Teacher-fronted classes. Groupwork. Discussion	6. Motivation in business environments (1)	4	6
8	Teacher-fronted classes. Groupwork. Study case. Discussion	6. Motivation in business environments (2)	4	6
9		Assessment. Test 1: Topics 1-6		
10	Teacher-fronted classes. Groupwork. Case Study. Discussion	7. Conflict resolution and Negotiation	4	6
11	Teacher-fronted classes. Groupwork. Discussion	8. Empowerment	4	6
12	Teacher-fronted class. Group games: The Marshmallow challenge, the knot game...	9. Working in teams (1)	4	6
13	Teacher-fronted classes. Groupwork. Discussion. PDCA exercise.	9. Working in teams (2)	4	6
14	Teacher-fronted class. Groupwork. Discussion	10. Positive Changes. Ethics and diversity	4	6
15	Teacher-fronted class. Presentations	Assessment. Oral presentations 2 (course wrap-up)	4	6
16		Assessment. Test 2: Topics 7-10		
17				
18		Tutorials		
19		Referral exam		

## Evaluation

The final grade will result from the following percentages:

- **Partial exam 1:** 20%
- **Partial exam 2:** 20%
- **Exercises and reports:** 20%
- **Active participation in class activities** (debates, projects...): 20%
- **Oral Presentation 1** (week 5): 10%
- **Oral presentation 2** (week 15) 10%

The referral exam (re-assessment) allows the student to take an exam of a theoretical-practical nature to evaluate the percentage corresponding to the two partial exams and the papers/reports (60%).

Nota Bene:

- Plagiarism will not be tolerated under any circumstance and will be severely penalized. By plagiarism we understand any form of copying, either from peers or directly from the Internet without citations. Work has to be original and not copied literally unless you are quoting someone.
- Students holding the approval to be assessed by means of an alternative evaluation (see evaluation procedure in the Evaluation Regulations) need to perform the following assessment activities: Test (60%), oral presentations 1 and 2 (10% + 10%) and reports (20%). The re-assessment activity in the alternative evaluation enables the student to retake the exam and reports percentage (80%).

## Bibliography

### Basic bibliography:

Whetten, David & Cameron, Kim (2010). *Developing Management Skills, 8<sup>th</sup> edition*. Prentice Hall ISBN-13: 978-0136121008

### Complementary bibliography:

Berkun, S. (2005). *The Art of Project Management*. O'Reilly Media.

Cialdini, R. B. (2006). *Influence: The Psychology of Persuasion*. Collins Business.

Covey, Stephen (1989). *The Seven Habits of Highly Effective People*. New York: Simon and Schuster.

George, M. L., Maxey, J., Rowlands, D. T., & Upton, M. (2004). *The Lean Six Sigma Pocket Toolbook: A Quick Reference Guide to Nearly 100 Tools for Improving Quality and Speed*. McGraw-Hill Education.

Goldratt, E. M., & Cox, J. (2014). *The Goal: A Process of Ongoing Improvement*. North River Press.

Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.

Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press.

Kouzes, J. M., & Posner, B. Z. (2017). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (6th Edition). Wiley.

Huntsman, J. M. (2008). *Winners Never Cheat*. Whaton School Publishing.

Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.

Pink, D. H. (2011). *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books.

Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business.

Yukl, Gary (2010). *Leadership in Organizations (7<sup>th</sup> ed.)*. Englewood Cliffs, NJ: Prentice Hall. ISBN - 0-13-032312-8