1. SUBJECT DESCRIPTION

We can define "leadership" organizationally and narrowly as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members". Organizationally, leadership directly impacts the effectiveness of costs, revenue generation, service, satisfaction, earnings, market value, share price, social capital, motivation, engagement, and sustainability.

Good organizations convey a strong vision of where they will be in the future. As a leader, you have to get your people to trust you and be sold on your vision. Using leadership skills and being honest and fair in all you do, will provide you with the ammo you need to gain their trust.

Although you have the vision, how to create effective teams is a challenge in every organization. Work environments tend to foster rugged individuals working on personal goals for personal gain. Typically, reward, recognition, and pay systems single out the achievements of individual employees. Appraisal, performance management, and goal setting systems most frequently focus on individual goals and progress. Promotions and additional authority are also bestowed on individuals.

Our roll as leaders is to create a work culture that values collaboration. In a teamwork environment, people understand and believe that thinking, planning, decisions and actions are better when done cooperatively. Collaboration and team work are the fruit of developing one’s interpersonal skills and ability to influence.

Interpersonal skills are the tools we use every day to communicate and interact with other people, individually and in groups. These skills include not only how we communicate with others, but also our confidence and our ability to listen and understand.

In this program we will reflect on the dynamics, abilities and attitudes that will help you to guide people (including yourself!).

*This subject does not require the use of a laptop in class except when asked by the professor.*
2. OBJECTIVES AND SKILLS

2.1. CONCEPTUAL OBJECTIVES

- Establish the elements that we need to take in account to be more successful leading people.
- Practice the most important competencies related with leadership.
- Identify your needs for development.
- Get ideas to be more successful in life.

2.2. PROFESSIONAL SKILLS

- Delegating
- Coaching
- Giving feedback
- Giving critical feedback
- Motivating
- Negotiating
- Asking questions
- Listening
- Managing changes
- Having a personal strategy
- Being proactive
- Planning
- Prioritizing
- Saying no
- Managing my time
- Being flexible
- Managing emotions
- Marketing yourself
- Developing yourself

2.3. LEARNING OUTCOMES

After completion of the module the student will be able to:

- Put into practice the use of 1:1 dynamics: coaching and feedback.
- Mastering challenging discussions.
- Show understanding on how to retain the best performers.
- Use empathy to understand our collaborators' interests.
- Establish the elements that we need to consider being successful in life.
- Stop and reflect about their lives.
- Take action and change what they need to change.
- Share ideas, experiences and questions.
- Prepare a Personal Plan.
3. CONTENT

Modules 1 and 2 have been done in the Program Personal Skills; in 1st Course.

**MODULE III: LEAD MY RELATIONSHIPS: SESSIONS 21-28**

**Objectives:**
- Learn to lead people.
- Learn the use of 1:1 dynamics: coaching and feedback.
- Mastering challenging discussions.
- Learn how to retain the best performers.
- Understand our collaborators interests.
- Learn to negotiate.

**Contents:**
SESSION 21  
- What is leadership?  
- Blanchard leadership model.  
- What is performance?  

Handout: ¿Qué es rendimiento? (RH4-115)

SESSION 22  
- Leadership style in stage one: directing.  
- Control.

SESSION 23  
- Leadership style in stage two: adaptation.  
- Coaching rules.  
- Coaching: Grow model.  
- Listening.  
- Asking questions.

SESSION 24  
- Motivation theories.  
- Personal motivation.

SESSION 25  
- Leadership style in stage three: advise.  
- Feedback.  
- Critical feedback process.  
- Mastering challenging discussions.

SESSION 26  
- Are we assertive?  
- Assertive, aggressive and passive behaviors.  
- ‘I’ and ‘you’ messages.  
- Influencing  

Handout: Assertiveness Profile (RH1-105-I)

SESSION 27  
- Leadership style in stage four: delegate.  
- Empowerment Vs. Ownership.  
- Delegation levels.  
- Delegation process.

SESSION 28  
- Negotiation skills  
- Positions Vs interests.  
- Managing your power in negotiation.
MODULE IV: LEAD MYSELF: SESSIONS 29-40

Objectives:
- Stop and reflect about our life.
- Change what we need to change.
- Learn how to share ideas, experiences and questions.
- Prepare a Personal Plan.

Contents:

SESSION 29
- Personal strategy Model.
- Do we need a strategy?.
- Strategy definition.
- Mission statement.
- Objectives.
- Our personal ‘roles’.
- We need a plan!.

T.N.: Summary & comments on managing oneself (CO2-283-I)

SESSION 30
- Who has control in you life?
- Control levels.

SESSION 31
- Our values.
- Do we need to change any rule?.

“You” LTD

Legal management Planning Management Accounting Management Operations Management Technology Management Marketing Management HHRR Management

Plan Time Mng. Your space Emotions Personal brand

Committee of Management

Strategy Objectives Mission / Vision Roles

General Management

Control

Law and values Say no! Financial planning Meetings Initiative

Delegating Energy Mng. Travelling Choose Mng. Communication

Change Mng.
SESSION 32
- Translate objective into tasks.
- Learn how to prioritize.
- Learn how to say 'no'.
- Time management.

SESSION 33
- Flexibility: Mental models.
- Braking our mental models.
- Managing our emotions.

SESSION 34
- What is 'change'?
- Change management process.
- Our ability to change.

SESSIONS 35-36
- Learn to learn.
- Learning best practices.

SESSIONS 37-38
- Managing our image.
- Personal brand.

SESSION 39
- Are we motivated?
- We need a Development Plan!

SESSION 40
- Health Policies.
- Learning’s of the Program.
- And now... what?
METHODOLOGY AND WEIGHTING

The workshop uses a combination of techniques and concepts, to enhance personal and group learning through:

- Videos
- Personal experiences
- Games
- Role-plays
- Group discussions
- Questionnaires
- Share best practices
- Activities
- Practical cases
- Instruction
- Etc.

To get all the benefits of the program, it’s very important to bring to the session an open mind and a participative attitude.

It's critical to make a practical approach, where participant will experience and practice the tools and behaviors related with leadership.

Between sessions, participants will practice the behaviors in their personal lives and identify their best practices and areas for development.

<table>
<thead>
<tr>
<th>TEACHING METHODOLOGY</th>
<th>WEIGHTING</th>
<th>ESTIMATED TIME A STUDENT SHOULD DEDICATE TO PREPARE FOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>(25)%</td>
<td>47 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>(25)%</td>
<td>47 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>(20)%</td>
<td>37.5 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>(20)%</td>
<td>37.5 hours</td>
</tr>
<tr>
<td>Other Individual studying</td>
<td>(10)%</td>
<td>18.5 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td><strong>187.5 hours 3ECTs (20 sessions)</strong></td>
</tr>
</tbody>
</table>

5. EVALUATION SYSTEM (ORDINARY AND EXTRAORDINARY)

Assistance to the classes is mandatory, taking into account the general considerations of IE University: students must assist to at least 70% of the sessions. Teachers will not make any exception to this rule; for any personal situation, please speech to the Dean of Undergraduate Studies.

Students that are not able to pass the Program after the second attempt will have to do the Program again in the next course. They will not participate in the sessions, but will do some specific activities that the teacher will prepare for them.

Students are expected to arrive promptly for each class and to remain for the entire session. Please demonstrate courtesy and respect for the professor and for other students during class by turning off cell phones, not using the computer during the class, not reading the newspaper during class, not sitting in the back talking about non related topics, etc.

Your final grade in the course will be based on both individual and group work of different characteristics that will be weighted in the following way:
<table>
<thead>
<tr>
<th>A.</th>
<th>Class participation</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Final group presentation &amp; report</td>
<td>25%</td>
</tr>
<tr>
<td>C.</td>
<td>Personal Journal</td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

A. CLASS PARTICIPATION

Three main criteria will be used in reaching judgment about your class participation:

- **Depth and Quality of Contribution:** The most important dimension of participation concerns what it is that you are saying.
- **Moving Your Peers' Understanding Forward:** Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
- **Frequency:** Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation.

B. FINAL GROUP PRESENTATION & REPORT

We will consider content, creativity and communication abilities.

C. PERSONAL JOURNAL

The journal is a place to record impressions, questions, insights, and concerns about interpersonal skills class. Your journal should help you make sense of what you are doing/learning during the class.

You should write the Journal after each session, not at the end of the Program. You should expend more or less 1-2 hours per double session.

Extra credit

At professor criteria, you may have the possibility to get extra credit. In order to do that, you’ll need to speak to the professor in session 1 and you will agree on the best way to proceed.

Retake policy

- Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).
- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enrol again in this course next academic year).
- Grading for retakes will be subject to the following rules:
  - Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).
  - Dates and location of the July retakes will be posted in advance and will not be changed.
    Please take this into consideration when planning your summer.
  - In most cases, the maximum grade that a student may obtain in the retake will be 8 out of 10.
Academic integrity:
Cheating and plagiarism will not be tolerated. Anyone found cheating or plagiarism will at a minimum receive a “0” on the affected assignment and an automatic lowering of your final course grade one full letter grade and will be referred to the University Judicial System for further action. Further penalties could include a note on your transcript, failing the class, or expulsion from the university.

Disabled students:
To request academic accommodations due to a disability contact IE University appropriate person. If you have a letter from DSS indicating that you have a disability that requires accommodation, please present the letter to your instructors promptly.

Student privacy statement:
At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about grades
Are made carefully, and are final at the end of the semester. Please do not contact the professor about a grade change unless there has been a clerical error, which you can document. Professors do not give “extra credit” or makeup assignments at the end of the semester. Also, please note that any disputes about grades from earlier in the course must be resolved before the end of the Program. Once we arrive in the end of the Program period, your grade from earlier in the semester is set.