

Guía docente de la asignatura

**Liderazgo e Inteligencia
Emocional (MA9/56/6/31)**Fecha de aprobación por la Comisión
Académica: 19/07/2023**Máster**Máster Doble: Máster Universitario en Ingeniería de Caminos,
Canales y Puertos + Máster Universitario en Economía / Economics**MÓDULO**

Asignaturas del Máster Economía/Economics

RAMA

Ingeniería y Arquitectura

**CENTRO RESPONSABLE
DEL TÍTULO**

Escuela Internacional de Posgrado

Semestre	Segundo	Créditos	4	Tipo	Obligatorio	Tipo de enseñanza	Presencial
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PRERREQUISITOS Y/O RECOMENDACIONES

No prerequisites

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

- Analysis of human behaviour in organizations.
- Theories and models
- Hypotheses and testing.
- Advance in scientific knowledge

COMPETENCIAS**COMPETENCIAS BÁSICAS**

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser



originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.

- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

COMPETENCIAS GENERALES

- CG01 - Que al alumno obtenga capacidad de análisis y síntesis, lo cual implica ser capaz de definir, distinguir y relacionar tanto los conceptos básicos como las premisas sobre las que se construye la exposición de cualquier argumento, así como de enunciar y fundamentar su contenido de forma sintética y crítica, en el contexto científico, político, económico, organizacional o del tipo que sea- en el que se presentan.

COMPETENCIAS ESPECÍFICAS

- CE03 - Comprender las teorías, tendencias y debates relevantes existentes
- CE08 - Formular y contrastar hipótesis relacionadas con supuestos y predicciones teóricas
- CE11 - Planificar y organizar estudios de campo
- CE12 - Planificar y organizar estudios de diagnóstico empresarial
- CE17 - Solucionar problemas técnicos y prácticos relacionados con la organización, presentación y el análisis de los datos obtenidos de un estudio
- CE18 - Asistir como personal de apoyo en proyectos de investigación
- CE19 - Asistir como personal de apoyo en proyectos de consultoría
- CE21 - Elaborar informes de consultoría adaptados a sus posibles usuarios

RESULTADOS DE APRENDIZAJE (Objetivos)

- To provide the student with a contemporary vision of advances in the study and investigation of human behavior.
- To promote in the student new competences and skills necessary for his later development in the research area.
- To encourage the student to use collaborative and group work.
- To develop new perspectives of creative thinking and reasoning.
- To develop new skills in the use of new information technologies.

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS



TEÓRICO

THEORY SYLLABUS:

1.- Emotional Intelligence: An overview

- Introduction to Emotional Intelligence
- Measurement and Assessment of Emotional Intelligence Theoretical models of Emotional Intelligence

2.- Emotional Intelligence at the workplace

- Positive attitudes at work
- The relationship between Emotional Intelligence and psychosocial factors Emotional Intelligence and Performance

3.- A scientific approach to the study of Leadership and Management.

- Leadership in formal and informal groups
- Traits of Leadership
- Behavioural Approach to Leadership

4.- Current theories and research on leadership

- Situational Leadership Theory
- Transactional and Transformational Leadership
- Authentic Leadership

5.- Organizational Conflict Management and Leadership Organizational Conflict

- Approaches to the study of organizational conflict
- The leader's role in conflict management

6.- Emotional Intelligence and People Management

- Empowerment and organizational commitment
- Stress and burnout
- Values and culture

PRÁCTICO

- Oral presentation
- Development of assignments and individual reports
- Laboratory Sessions
- Fieldwork

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL



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METODOLOGÍA DOCENTE

- MD01 Lección magistral/expositiva
- MD02 Sesiones de discusión y debate
- MD07 Análisis de fuentes y documentos
- MD08 Realización de trabajos en grupo
- MD09 Realización de trabajos individuales

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

ORDINARY ASSESSMENT SESSION

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (convocatoria ordinaria) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account.

With the purpose of assessing the acquisition of the contents and competencies to develop in the subject, the following assessment procedure will be used, continuous assessment being optional:

- Project presentation (20%)
- Case method (20%)
- Tests, exercises and problems, solved in class (20%)
- Simulation tests (20%)
- Attendance, attitude and contributions of the student in class discussion sessions (20%) (the grade is equal to% of sessions attended).
- In any case, and when the professors of the course consider according to special circumstances, modifications may be carried out in the teaching guide in order to adapt the subject to specific situations.

EVALUACIÓN EXTRAORDINARIA



Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (convocatoria ordinaria) will have access to an extraordinary assessment session (convocatoria extraordinaria). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

Special exam sessions will take place in July. Date of the special exam will be fixed at least 15 days before the exam.

The grade will correspond to that obtained in a final assessment of the following type:

- **Presentation of assignments**

Assessment criteria: originality, quality of the presentation, good knowledge of the topic, adaptation of the presentation to the assignment requirements

Percentage of overall mark: 20%

- **Documentary search and reports**

Assessment criteria: originality of the documentary source, reasoning, quality of the written work

Percentage of overall mark: 30%

- **Questioning**

Students should prepare questions about the content of the course, as well as some other complementary documents used during the course

Assessment criteria: Quality of those questions

Percentage of overall mark: 50%

EVALUACIÓN ÚNICA FINAL

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (evaluación única final), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

In this case, the assessment will comprise:



- **Presentation of assignments**

Assessment criteria: originality, quality of the presentation, good knowledge of the topic, adaptation of the presentation to the assignment requirements

Percentage of overall mark: 20%

- **Documentary search and reports**

Assessment criteria: originality of the documentary source, reasoning, quality of the written work

Percentage of overall mark: 30%

- **Questioning**

Students should prepare questions about the content of the course, as well as some other complementary documents used during the course

Assessment criteria: Quality of those questions

Percentage of overall mark: 50%

INFORMACIÓN ADICIONAL

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): [Gestión de servicios y apoyos](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad) (<https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad>).

