

\* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
2nd	4	Elective	Face-to-face	English
MODULE		Master in Economics		
SUBJECT		Leadership and Emotional Intelligence		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Master in Economics		
FACULTY / SCHOOL		Faculty of Economics and Business		
TEACHING STAFF <sup>(1)</sup>				
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OFFICE HOURS		Monday: 10-12 & 18-19 h Wednesday: 8-9, 13-14 & 19-20 h		
<b>Emilio Sánchez Santa-Bárbara</b>				

<sup>1</sup> Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/))

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OFFICE HOURS	Monday: 17-18 h Wednesday: 8-9 h
<b>GENERAL AND SPECIFIC COMPETENCES</b>	
<p><b>BASIC AND GENERAL COMPETENCES</b></p> <p><b>BASIC COMPETENCES</b></p> <p>CB6 – To possess and understand knowledge that gives a basis or opportunity to be original in the development and/or application of ideas, often in a research context.</p> <p>CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to their area of study.</p> <p>CB8 – That the students are able to integrate knowledge and handle the complexity of formulating judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.</p> <p>CB9 – That the students know how to communicate their conclusions and the knowledge and underlying reasons that sustain them to specialist and non-specialist audiences in a clear and unambiguous way.</p> <p>CB10 – That the students possess the learning skills to enable them to continue studying in a way that will necessarily be largely self-managed and autonomous.</p> <p><b>GENERAL COMPETENCES</b></p> <p>CG1 – That the student attain the ability for analysis and synthesis, which includes being capable of defining, distinguishing and relating both the basic concepts and the premises upon which the exposition of any argument is built, as well as stating and basing its content in a concise and critical way, in the context – scientific, political, economic, organizational or whatever the type may be – in which it is presented.</p> <p><b>SPECIFIC COMPETENCES</b></p> <p>CE3 – Understand the relevant existing theories, tendencies and debates</p> <p>CE8 – Formulate and contrast hypotheses related to theoretical assumptions and predictions</p> <p>CE11 - Plan and organize field studies</p> <p>CE12 - Plan and organize business diagnostic studies</p> <p>CE17 – Solve technical and practical problems related to the organization, presentation and analysis of the data obtained from a study</p> <p>CE18 – Assist as support staff in research projects</p> <p>CE19 – Assist as support staff in consulting projects</p> <p>CE21 – Draw up consulting reports adapted to their possible users</p> <p><b>CROSS-CURRICULAR COMPETENCES</b></p> <p>CT1 – To prove to have a systematic understanding of a study area and master the skills and methodology related to that area;</p> <p>CT4 – To be able to perform a critical analysis, assessment and synthesis of new and complex ideas;</p> <p>CT5 – To be able to communicate with their colleagues, the academic community and the society in general about their study areas.</p>	
<b>OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER’S PROGRAMME VALIDATION)</b>	



## REPORT)

- 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.

## BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

This subject attempt to analyse the human behaviour in organizations. In order to do so, theories and models are used to guide the research. This approach enables to propose the hypotheses and test them empirically. Thus, through applying methodological rigour, this process performed in a systematic way will allow replication. The advance in scientific knowledge consists in communicating to the scientific community the theoretical foundation, methodology and procedure so it can be replicated by other researchers. Therefore, the conclusions are based on data, not on personal opinions of the researchers.

With this idea in mind, this subject about Human Behaviour attempts to provide the student with strategies and competences for its analysis in the context of organizations.

## SYLLABUS

### 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

#### PRACTICAL SYLLABUS

- Oral presentation
- Development of assignments and individual reports

#### LABORATORY SESSIONS

#### FIELDWORK

### REQUIRED AND RECOMMENDED READING

#### REQUIRED READING:

- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D. (2011). *Leadership: The Power of Emotional Intelligence*. Northampton: More than Sound Publishers.
- Hughes, M., Patterson, L.B., Terrel, J.B. (2005). *Emotional Intelligence In Action: Training and Coaching Activities for Leaders and Managers*. San Francisco, CA: Pfeiffer.
- Hughes, M., Thompson, H.L., Terrel, J.B. (2009). *Handbook for Developing Emotional and Social Intelligence: Best Practices, Case Studies, and Strategies*. San Francisco, CA: Pfeiffer.

#### RECOMMENDED READING:

- Abraham, R. (2000). The role of job control as a moderator of emotional dissonance and emotional intelligence outcome relationships. *Journal of Psychology*, 134, 169-184.
- Arthur, C. A. & Hardy, L. (2014). Transformational leadership: A quasi-experimental study. *Leadership & Organization Development Journal*, 35(1), 38-53.
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P. & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work & Stress*, 22, 187-200.
- Blake, R.R., Mouton, J. S. & Bidwell, A.C. (1962), Managerial grid. *Advanced Management - Office Executive*, 1(9), 12-15.
- Boyatzis, R.E., Goleman, D., Rhee, K.S. (2000). Clustering competence in emotional intelligence. In Bar-On, R. and Parker, J.D.A. (Eds). *The Handbook of Emotional Intelligence*. San Francisco, CA: Jossey-Bass, pp. 343-62.
- Chan, K.Y. & Drasgow, F. (2001). Toward a theory of individual differences and leadership: Understanding the motivation to lead. *Journal of Applied Psychology*, 83 (3), 481-498.
- Cho, J. & Dansereau F. (2010). Are transformational leaders fair? A multi-level study of transformational leadership, justice perceptions, and Organizational Citizenship Behaviors. *The Leadership Quarterly*, 21(3), 409-421.
- Carmeli, A. (2003). The relationship between emotional intelligence and work, attitudes, behavior and outcomes. *Journal of Managerial Psychology*, 18, 788-813.
- Caruso, D.R., Salovey, P. (2004). *The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership*. San Francisco, CA: Jossey-Bass.
- Ergeneli, A., Ari, G. S. & Metin, S. (2007). Psychological empowerment and its relationship to trust in immediate managers. *Journal of Business Research*, 60, 41-49.
- Evans, M.G. (1970). The effects of supervisory behavior on the Path-Goal relationship. *Organizational Behavior and Human Performance*, 5, 277-298.
- Fiedler, F.E. (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.
- Gardner, W. L., Cogliser, C. C., Davis, K. M. & Dickens, M. P. (2011). Authentic leadership: A review of



the literature and research agenda. *Leadership Quarterly*, 22, 1120-1145.

- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Hersey, P. & Blanchard, K.H. (1982). *Management of organizational behavior*. Englewood Cliffs, New Jersey: Prentice Hall.
- Higgs, M., Aitken, P. (2003). An exploration of the relationship between emotional intelligence and leadership potential. *Journal of Managerial Psychology*, 18, 814-823.
- House, R.J. & Mitchell, T.R. (1974). Path-goal theory of leadership. *Journal of Contemporary Business*, 3, 81-97.
- Jung, D. I. & Sosik, J. J. (2002). Transformational leadership in work groups: The role of empowerment, cohesiveness, and collective-efficacy on perceived group performance. *Small Group Research*, 33(3), 313-336.
- Laschinger H., Finegan J. E., Shamian J. & Wilk P. (2004) longitudinal analysis of the impact of workplace empowerment on work satisfaction. *Journal of Organizational Behavior*, 25, 527–544.
- Lowe, K.B., Kroeck, K.G. & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta analytic review of the MLQ literature. *Leadership Quarterly*, 7 (3), 385-425.
- Schriesheim, C.A., Castro, S.L. & Cogliser, C.C. (1999). Leader – member exchange (LMX) research: A comprehensive review of theory, measurement, and data - analytic practices. *Leadership Quarterly*, 10, 63-113.
- Yukl, G. (2002). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice Hall.

#### USEFUL LINKS (OPTIONAL)

#### TEACHING METHODOLOGY

- Theoretical lectures
- Practical applications/classes to illustrate the theoretical issues encouraging student's participation
- Readings related to the topics.

#### ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

##### 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%)
- Written exam (20%)
- Tests, exercises and problems, solved in class (30%)
- Attendance, attitude and contributions of the student in class discussion sessions (30%) (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.

The modifications are the following:

- Classes will continue to be taught on the days and hours of official calendar through online platforms like Google Meet and PRADO etc. Therefore, the students of the course should consult PRADO notifications frequently.
- In each subject, different teaching materials may be uploaded. These materials will not necessarily substitute class attendance.

The theoretical part will be managed through one or more exams through online platforms. The non-appearance of the student without cause justified will be understood as "Not presented".

The practical part that will be managed through PRADO or other online media. All work or exercises of the practical part must be original. The works and exercises will be delivered to teachers through the platforms.

These exceptional measures may vary depending on regulations of the University of Granada in this regard, for which the students will need to stay tuned to the Prado page where they will be conveniently informed.

#### EXTRAORDINARY ASSESSMENT SESSION

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 September. 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%



DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL" (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

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%

**SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)**

TUTORIALS

TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
<p><b>Daniel Arias Aranda</b> Tuesday: 12-14'30 h Thursday: 11-14,30 h</p> <p><b>Francisco Díaz Bretones</b> Monday: 10-12 &amp; 18-19 h Wednesday: 8-9, 13-14 &amp; 19-20 h</p> <p><b>Emilio Sánchez Santa-Bárbara</b> Monday: 17-18 h Wednesday: 8-9 h</p>	<p>PRADO Google Meet Email</p>



## MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

Modifications may be carried out in the teaching guide in order to adapt the subject to specific situations. The modifications are the following:

- Classes will continue to be taught on the days and hours of official calendar through online platforms like Google Meet and PRADO etc. Therefore, the students of the course should consult PRADO notifications frequently.
- In each subject, different teaching materials may be uploaded. These materials will not necessarily substitute class attendance.

## MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

### Ordinary assessment session

- **Attendance to face-to-face and online classes**  
Assessment criteria: attendance and active participation during the online classes  
Percentage of overall mark: 30%
- **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 multiple-choice 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: 20%

### Extraordinary assessment session

- **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%





### Single final assessment

- **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%

### SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)

TIMETABLE (According to Organization Plan)	Official Academic	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
<b>Daniel Arias Aranda</b> Tuesday: 12-14'30 h Thursday: 11-14,30 h		PRADO Google Meet Email
<b>Francisco Díaz Bretones</b> Monday: 10-12 & 18-19 h Wednesday: 8-9, 13-14 & 19-20 h		
<b>Emilio Sánchez Santa-Bárbara</b> Monday: 17-18 h Wednesday: 8-9 h		

### MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

- Online teaching
- Online reading and presentation of the assignments
- Development of assignments and individual reports
- Online individual tutorials

### MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

### Ordinary assessment session

- **Attendance to online classes**  
Assessment criteria: attendance and active participation during the online classes  
Percentage of overall mark: 30%
- **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%

- **Online Questioning**

Students should prepare multiple-choice 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: 20%

### Extraordinary assessment session

- **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%

- **Online 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%

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Assessment criteria: originality, quality of the presentation, good knowledge of the topic, adaptation of the presentation to the assignment requirements  
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Students should prepare questions about the content of the course, as well as some other complementary documents used during the course  
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