



<b>I. IDENTIFICACIÓN DE LA ASIGNATURA</b> (En esta sección se identifica el curso y el profesor, proporcionando toda la información de contacto necesaria para identificar el curso y facilitar la comunicación de los estudiantes con el profesor).					
CARRERA	<b>Dirección de Cooperación Internacional</b>				
NOMBRE ASIGNATURA	<b>Leadership: Essential skills to become an effective leader</b>				
NIVEL EN QUE SE IMPARTE	<b>N.A</b>				
PREREQUISITOS	<b>English language</b>				
HRS. SEMANALES UD	<b>4</b>	Cátedra	<b>4</b>	Laboratorio Taller	<b>0</b>
HORARIO	<b>Mon and Wed 8:20-9:30</b>				
NOMBRE PROFESOR	<b>Roberto Andrés Torres Rodríguez</b>				
CORREO ELECTRÓNICO	<b>torresroberto1@hotmail.com</b>				
HORARIO DE ATENCIÓN	<b>Mon – Wed 11.00 am – 10.00pm</b>				

<b>II. RESULTADOS DE APRENDIZAJES</b> (Aquí se establece los resultados de aprendizaje a lograr, lo que tiene tres implicancias fundamentales. Una es que permite a cualquier lector comprender qué enseña el curso, su importancia y cómo se vincula con el plan de estudios y el proyecto educativo).
<p>1.1 Recognizes and identifies personality characteristics of a leader according to Trait Theory</p> <p>1.2 Recognizes the behavioral process of a leader in the exercise of leadership according to the Conduct Theory</p> <p>1.3 Distinguishes the different situational approaches that determine what it means to be an effective leader.</p>

- 2.1 Identifies the role of leadership in the different types of work teams in a company
- 2.2 Identifies trends and characteristics that can make team work difficult.
- 2.3 Understands how a work team can be strengthened
- 3.1 Recognizes the implication that a leader has in the negotiation process
- 3.2 Identifies the impact that Quality Circles and Self-Managed Teams have within a company
- 3.3 Recognizes the role of a leader in the future of a company

**III. METODOLOGÍA DOCENTE** *(Esta sección describe y explica la estructura de curso y es importante porque orienta a los estudiantes y les permite anticipar el proceso de aprendizaje que han de vivir. Aquí también se pone en evidencia los métodos y procedimientos según los cuales se puede juzgar la efectividad del curso).*

- Generates group discussions in each class, in order to encourage the ongoing participation of students.
- Encourages the use of oral expression, through dialogue and conversation.
- Promotes research work.
- Generates debates to encourage analytic and critical thinking.
- Searches contingent information about problems to be analyzed.

**IV. METODOLOGÍA DE EVALUACIÓN** *(La evaluación es uno de los aspectos más relevantes de la calidad del curso. Debe ser pertinente, justa y propiciar aprendizaje. Esta sección del syllabus facilita que el estudiante tenga con anticipación un panorama de la evaluación y por lo tanto puede organizarse para aprender).*

<b>DESCRIPCIÓN</b> <b>(Panorama del Proceso Evaluativo)</b>			
<b>Tipo de Evaluación</b>	<b>Resultado de aprendizaje que evalúa</b>	<b>Fecha</b>	<b>Ponderación</b>
Multiple Choice Test and presentations	Recognizes the characteristics, conduct and situations that determine what it means to be a leader.	Sep-10-18	10%
Multiple Choice Test and presentations	Identifies the role of a leader in work teams and his importance in strengthening the company.	Oct-29-18	20%
Multiple Choice Test	Identifies the types of negotiation, the role of the leader in the negotiation process, his role in Quality Circles and self-managed teams.	Nov-28-18	20%
Average of the sum of the scores (exercises, homeworks, activities, presentations)	Learning results from Units I, II and III.	Dec-03-18	20%
Final Exam (Oral Evaluation)	<p>Recognizes personality characteristics in the exercise of Leadership, based on the Trait Theory and Conduct Theory</p> <p>Recognizes the importance of a leader in the formation and permanence of a determined work team</p> <p>Recognizes the roles of a leader in the negotiation process and the differences between a Circle of Quality and a Self-Managed Team</p>	Dec-05-18	30%

**V. REGLAS DEL CURSO** *(Esta sección puede resultar de la mayor importancia para usted y para los estudiantes, al establecer de manera precisa las reglas de funcionamiento que se observará durante el desarrollo del curso. Este espacio debería incluir todo aquello que el profesor considere una regla necesaria de observar (y que esté dispuesto a hacer cumplir).*

- Mandatory Attendance of 80% - Failure to achieve an 80% attendance rate will result in the automatic failure of the course.
- Mandatory to show up for the final exam.
- Plagiarism: automatic failure in the course and formal letter will be sent to the university
- Be respectful
- Communicate travel plans in advance if that means that you have to miss a class

**VI. MODELO DE CALENDARIZACIÓN DE CLASE** *(Se establece las actividades que el estudiante ha de desarrollar en el curso y la preparación que debe tener para ellas, así como las evaluaciones de todo tipo. Esta sección es fundamental para facilitar que los estudiantes aprendan a planificar y organizar su tiempo de trabajo con anticipación).*

Resultados de aprendizaje de la asignatura (RA)				Unidades de Aprendizaje o Temáticas, más Contenidos	
Nº RA	Unidad de Aprendizaje o Temática	Nº Sesión	Objetivo de la clase	Actividades de la clase, acontecimiento relevante o/y evaluación	Actividad de preparación de la clase como guía del aprendizaje autónomo: lectura previa, revisión de material digital, etc.
1.1	I	1	Introduction to the Leadership course and its main characteristics	Expositive class and discussion with students	N/A
1.1	I	2	Introduction to the Leadership course and its main characteristics	Expositive class and discussion with students	N/A
1.1	I	3	Identify the personality characteristics of a leader, according to Trait Theory  Recognize the importance of some aspects of personality in human relationships in a workplace	Expositive class and discussion with students	Revision of Unit 1.1 (chapter 1)
1.2	I	4	Identify the conduct of a leader, according to the Conduct Theory	Expositive class and discussion with students	N/A

1.2	I	5	Distinguish the differences between both Trait and Conduct Theories	Expositive class and discussion with students	Revision of Unit 1.2 (chapter 2)
1.3	I	6	Identify the different types of Leadership	Expositive class and discussion with students	N/A
1.3	I	7	Distinguish the differences between Situational Leadership Theory and Cognitive Resource Theory	Expositive class and discussion with students	Revision of Unit 1.3 (chapter 3)
1.3	I	8	Recognize the importance of leadership in work productivity	Expositive class and discussion with students	Revision of Unit 1.3 (chapter 3)
1.1 1.2 1.3	I	9	Evaluation Nº 1: Part 1 – 15%	Presentations in front of class	Unit 1 – chapters 1, 2 and 3
1.1 1.2 1.3	I	10	Evaluation Nº 1: Part 2 – 15%	Multiple Choice test	Unit 1 – chapters 1, 2 and 3
2.1	II	11	Identify the types of work teams in a company	Expositive class and discussion with students	N/A
2.1	II	12	Recognize leadership styles based on a particular workteam	Expositive class and discussion with students	Revision of Unit 2.1 (chapter 4)
2.1	II	13	Recognizes the importance of a leader in the formation and permanence of a work team.	Expositive class and discussion with students	Revision of Unit 2.1 (chapter 4)

2.2	II	14	Identify the common characteristics of work teams	Expositive class and discussion with students	N/A
2.2	II	15	Identify the difficulties of a work team.	Expositive class and discussion with students	Revision of Unit 2.2 (chapter 5)
2.2	II	16	Recognize the potential of a work team.	Expositive class and discussion with students	Revision of Unit 2.2 (chapter 5)
2.3	II	17	Identify the tools needed to strengthen a work team.	Expositive class and discussion with students	N/A
2.3	II	18	Recognize the use of the tools needed to strengthen a work team.	Expositive class and discussion with students	Revision of Unit 2.3 (chapter 6)
2.3	II	19	Recognize the right tool needed to strengthen a work team	Expositive class and discussion with students	Revision of Unit 2.3 (chapter 6)
2.1 2.2 2.3	II	20	Evaluation Nº 2: Part 1 – 20%	Presentations in front of class	Unit 2 – chapters 4, 5 and 6
2.1 2.2 2.3	II	21	Evaluation Nº 2: Part 2 – 20%	Multiple Choice test	Unit 2 – chapters 4, 5 and 6
3.1	III	22	Identify the different types of negotiation	Expositive class and discussion with students	N/A
3.1	III	23	Recognize the positive and negative aspects of a negotiation	Expositive class and discussion with students	Revision of Unit 3.1 (chapter 7)

3.1	III	24	Recognize the role of a leader in the negotiation process	Expositive class and discussion with students	Revision of Unit 3.1 (chapter 7)
3.2	III	25	Recognize a Quality Circle and a Self-Managed team	Expositive class and discussion with students	N/A
3.2	III	26	Recognize the differences between a Quality Circle and a Self-Managed Team.	Expositive class and discussion with students	Revision of Unit 3.2 (chapter 8)
3.2	III	27	Recognizes the importance of a Leader in the formation and permanence of the Quality Circles and Self-Managed Teams.	Expositive class and discussion with students	Revision of Unit 3.2 (chapter 8)
3.3	III	28	Recognize the constant changes of today's companies and the role of a leader	Expositive class and discussion with students	N/A
3.3	III	29	Recognizes the importance of a leader's adaptability to changes. Recognize the aspects that differentiate a company in constant learning.	Expositive class and discussion with students	Revision of Unit 3.3 (chapter 9)
3.1 3.2 3.3	III	30	Evaluation Nº 3 – 20%	Multiple Choice test	Unit 3 – chapters 7, 8 and 9



1.0 2.0 3.0	III	31	Final Exam: Part 1 – 25%	Oral Evaluation	Units I, II y III
1.0 2.0 3.0	III	32	Final Exam: Part 2 – 25%	Oral Evaluation	Units I, II y III

## **BIBLIOGRAFÍA**

Title	Author	Year	ISBN/ISSN	Editorial	Digital Resource	Type
Administración de recursos humanos : el capital humano de las empresas	Werther, William B.	2008	9789701059135	McGraw Hill	No	Book
Técnicas de negociación : cómo negociar eficaz y exitosamente	Ovejero Bernal, Anastasio	2004	9788448174880	McGraw Hill	e-book	Ebook
El cuadro de mando integral : the balanced scorecard	Kaplan, Robert S.	1996	9788480885041	Gestión 2000	No	Book
Management según Maslow : una visión humanista para la empresa de hoy	Maslow, Abraham H.	2005	9788449316982	Paidós	No	Book
¿Cómo recompensar eficazmente a un equipo de trabajo?	Parker, Glenn	2013	9788499696164	Ediciones Díaz de Santos	e-book	ebook