

VICERRECTORADO ACADÉMICO GENERAL

PROGRAMA DE ASIGNATURA – SÍLABO- PRESENCIAL

1. DATOS INFORMATIVOS

MODALIDAD: Presencial	DEPARTAMENTO: Ciencias Económicas Administrativas y del Comercio		AREA DE CONOCIMIENTO: Humanística	
CARRERAS: Automotriz-Electrónica-Petroquímica	NOMBRES ASIGNATURA: Liderazgo		PERÍODO ACADÉMICO:	
PRE-REQUISITOS: NINGUNO	CÓDIGO: SEG_30003	NRC:	No. CRÉDITOS: 2	NIVEL:
CO-REQUISITOS: NINGUNO	FECHA ELABORACIÓN:	SESIONES/SEMANA:		EJE DE FORMACIÓN Profesional
		TEÓRICAS: 2	LABORATORIOS: 0	
DOCENTE:				
<u>DESCRIPCIÓN DE LA ASIGNATURA:</u>				
Leadership is a field of wide academic and pre-professional projections, with a three-dimensional approach in the analysis of theoretical concepts, application and development of the necessary skills to lead programs, based on models of behavior and guidelines to be followed step by step handling various leadership roles, as well as: setting goals, giving instructions, training followers, resolving conflicts, negotiating and teaching leadership skills to model the behavior. It is an essential subject for all professional careers that are offered in ESPE.				
<u>CONTRIBUCIÓN DE LA ASIGNATURA A LA FORMACIÓN PROFESIONAL:</u>				
Leadership is the answer to the challenges that organizations face at present. Every organization needs leadership at all levels. The leaders are able to inspire, influence, motivate and engage people. As future professionals, students must identify and promote their potential, creativity and initiative to propose adequate solutions to the problems of their professional environment.				
<u>RESULTADO DE APRENDIZAJE DE LA CARRERA:</u> (UNIDAD DE COMPETENCIA) Ability to manage groups with high capacity, knowledge and human values.				
<u>OBJETIVO DE LA ASIGNATURA:</u>				
Develop the ability to take creative and sustainable decisions within the theories and styles of leadership, conflict management and negotiation power based on the key elements and personality traits of the leader in the personal and business activities, but identifying the differences between the roles of a manager and a leader, recognizing and explaining the features of traditional leadership styles and new approaches.				
<u>RESULTADO DE APRENDIZAJE DE LA ASIGNATURA:</u> (ELEMENTO DE COMPETENCIA) Develop and implement the leadership grid to identify the styles of leadership but analyzing and identifying the theories and styles of leadership. Apply the conflict resolution models to solve conflicts for improving responsibly the environmental workplace with an appropriate negotiating process to obtain agreements of acceptance.				

2. SISTEMA DE CONTENIDOS Y RESULTADOS DEL APRENDIZAJE

No.	UNITS OF CONTENTS	LEARNING OUTCOMES AND SYSTEM TASKS
	UNIT 1: <i>People as Leaders</i>	Learning Outcomes Unit 1: <i>Develops and implements leadership grid to identify the styles of leadership</i>

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1	<p>Contents:</p> <p>1.1. Introduction to Leadership 1.1.1. What is Leadership? 1.1.2. Leadership Theories 1.1.3. Styles of Leadership</p> <p>1.2. Levels of analysis of leadership theory 1.2.1. Individual level analysis 1.2.2. Level group analysis 1.2.3. Organizational level analyzes</p> <p>1.2. Personality traits and leadership 1.3.1. Model of the 5 dimensions of personality 1.3.2. Features of effective leaders 1.3.3. Administrative roles of leadership</p> <p>1.4. Leadership Grid 1.4.1. Dimensions of the Grid 1.4.2. Types of surveys 1.4.3. Leadership Grid Matrix.</p>	<p>Task 1. Identify the styles of leadership based on its theories.</p> <p>Task 2. Debate on theories and styles of leadership.</p> <p>Task 3. Identify the features of effective leaders in Ecuadorian government officials or businessmen</p> <p>Task 4. Determination of the personality profile</p> <p>Task 5. Analysis of the Leadership Grid.</p> <p>Task 6. Identify the leadership styles of local and national leaders</p>
2	<p>UNIT 2:</p> <p><i>Leadership Teams</i></p> <p>Contents:</p> <p>2.1. Coaching and leadership 2.1.1. Differences between Leadership and Coaching. 2.1.2. Coaching Models 2.1.3. Guidelines for applying the model of coaching</p> <p>2.2. Managing Conflict 2.2.1. Management Conflict Definition. 2.2.2. Models of conflict management 2.2.2. Conflict resolution model (CRE model)</p> <p>2.3. Dynamic relations, followers and delegation 2.3.1. Teaching Theory vertical linkage (VDV) 2.3.2. Theory of exchange between leader and member (ILM) 2.3.3. Features of the influence of followers 2.3.4. Decisions delegation 2.3.5. Delegation Model</p>	<p>Learning Outcomes Unit 2:</p> <p><i>Apply the solution model to solve conflicts for improving responsibly the environmental labor environment in an institution..</i></p> <p>Task 1. Make a proposal of improvement the process of workplace performance by applying the steps of coaching.</p> <p>Task 2. Discussion about the video "Attitude Virus" 5 styles of conflict.</p> <p>Task 3. Identify two labor disputes and apply the CRE model.</p> <p>Task 4. Establish a flow or diagram of process of a dynamic relation between leaders and followers.</p> <p>Task 5. Round-table, leaders and followers.</p>
	<p>UNIT 3:</p> <p><i>Organizational leadership</i></p> <p>Contents:</p> <p>3.1. Management/Administrative Leadership 3.1.1. Management/administrative leadership concepts 3.1.2. Functions, roles, and skills 3.1.3. Basic Skills for Effective Administration</p> <p>3.2. Power and leadership 3.2.1. Sources of power 3.2.2. Dimensions 3.2.2. Modalities of power</p>	<p>Learning Outcomes Unit 3:</p> <p><i>Develop a negotiating process for obtaining agreements of acceptance.</i></p> <p>Task 1. Identify the functions, roles and skills of effective administrative process.</p> <p>Task 2. Develop role-plays that reflect the sources and modalities of power</p>

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3	<p>3.3. Organizational Culture and Leadership</p> <p>3.3.1. Defining Organizational Culture</p> <p>3.3.2. Levels of Culture</p> <p>3.3.3. Leader Reactions to Critical Incidents and Organizational Crises</p> <p>3.3.4. The Leadership Role in Culture</p> <p>3.4. Leadership, power and negotiation</p> <p>3.4.1. The negotiation process</p> <p>3.4.2. Modalities of power</p> <p>3.4.3. Tips for negotiating</p> <p>3.4.4. The Power of persuasion</p>	<p>Task 3. Describe the skills to develop policy guidelines applied to an institution.</p> <p>Task 4. Develop a process of negotiation by setting minimal agreements.</p> <p>Task 5. Determine the Leadership Role in Culture</p> <p>Task 6. Develop a plan of rational persuasion</p>
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3. PROYECCIÓN METODOLÓGICA Y ORGANIZATIVA PARA EL DESARROLLO DE LA ASIGNATURA

a. Methodological Strategies:

Varied teaching methods will be used to generate a constant learning activity, for which the following structure is proposed:

- Knowledge and skills will be diagnosed to start the academic term.
- Inquire what the student knows, how he relates the knowledge, what he can do with the help of others, what he/she can do alone, what he/she has been achieved and what is missing to achieve his/her meaningful learning.
- Through questions and student's participation, the teacher enlists the prior learning requirements which will allow him to know what the baseline is from which he can incorporate new elements of competition, in case of finding deficiencies, the teacher will send assignments to address the individual problems.
- Ask questions to the students to give their opinions and to assimilate the problematic situation.
- Framing starts with explanations of the content, where the teacher focuses the most significant aspects, concepts, laws and principles and essential methods, and proposes the sequence of work in each unit of study.
- The learning process will be based on analysis and problems solving; using information in a significant way.
- Resolution of cases will be sought to facilitate the realization of complex processes such as thought, analysis, reasoning, arguments, reviews and deepening of various topics.
- Activities will be developed by using virtual classrooms to develop skills based tasks.
- The evaluation will accomplish the three phases: diagnostic, formative and summative, assessing student development in each task and in particular on the evidence of learning of each unit.

b. Methodological strategies:

- **Previous reading.** - The teacher provides the student with the sources of information on the topic to study, meanwhile the student knows the subject through reading presentations, articles, magazines, books.
- **Interactive Dialogue.** - The teacher raises the issue of class and knows the prior knowledge of the student, the ideas are collected and processed, and eventually the topic is conceptualized.
- **Individual task.** - The student investigates punctual aspects about the studied topic
- **Teamwork.** - Students form working groups to develop projects on specific topics throughout the academic year.
- **Researches.** - Students make specific researches using the internet, books, magazines, email,