

**COURSE DATA****Data Subject**

Code	42745
Name	Workshop on leadership and emotional intelligence
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2126 - M.D. in Human Resources Management	Faculty of Social Sciences	2	First term

Subject-matter

Degree	Subject-matter	Character
2126 - M.D. in Human Resources Management	4 - Social skills	Obligatory

Coordination

Name	Department
RIPOLL BOTELLA, PILAR	306 - Social Psychology

SUMMARY

In this workshop students will acquire the skills and techniques necessary for the practical implementation of many of the knowledge acquired in other subjects. This workshop has a prominent practical orientation dedicated to the development of the emotional competences of future human resource managers. Specifically, the different perspectives in the study of emotional intelligence, and the methods to evaluate it, are explained. It also analyses the effects of emotional intelligence and the strategies to improve the emotional competences.

PREVIOUS KNOWLEDGE



Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Students should have the knowledge included in the official programs of the degrees required to access to the present program.

OUTCOMES

2126 - M.D. in Human Resources Management

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.
- Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.
- Students should have the ability to communicate, influence and be effective in interpersonal relationships.
- Students should be able to prepare reports and make oral presentations related to human resources management.
- Students should have assertive communication and negotiation skills. This means being able to carry out negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.
- Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.
- Students should be able to establish mechanisms to guide and motivate workers.
- Students should understand group processes.
- Students should be able to adapt to change and be creative. In this sense, they should develop the ability to modify predictable and habitual behaviour in order to adapt to the demands of different situations without substantially modifying the final objectives of the work processes (incorporating new data from the environment).



- Students should be able to design and conduct interviews to support human resources management functions.
- Students should be able to prepare, organise and hold effective meetings for developing the human resources management function.
- Students should develop appropriate interpersonal and team relations.
- Students should be able to work in a team and, at the same time, stimulate the participation of the members of the team, seeking to create synergies.
- Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.
- Students should develop a certain tolerance for uncertainty.
- Students should understand and be able to develop leadership processes in human resources management by promoting systems of participation in the organisation and developing an appropriate internal communication policy.

LEARNING OUTCOMES

With the developing of this course, students: have knowledge about the concept and main theoretical models of emotional intelligence; have knowledge about the effects of emotional intelligence on psychological and physical well-being, social relationships and success at work; develop their skills to assess emotional intelligence; develop their skills to identify, understand, regulate and express emotions in a productive and healthy way.

DESCRIPTION OF CONTENTS

1. Emotional intelligence: concepts and theoretical models

What is emotional intelligence?

Main theoretical models of emotional intelligence

How are emotionally intelligent people?

2. Assessment of Emotional Intelligence

How to evaluate emotional intelligence?:

- Self-report measures
- Interviews
- Measures of ability
- Measures of external observation

**3. Effects of emotional intelligence**

Effects of emotional intelligence on:

- The psychological and physical wellbeing
- The quality of interpersonal relationships
- Job stress and burnout
- Stress coping strategies
- job satisfaction
- Job performance

4. The development of emotional competencies

Assertiveness and self-esteem

Effective interpersonal communication

Coping with interpersonal conflict

Self-control: managing stress and emotions

Self-motivation

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	18,00	100
Tutorials	6,00	100
Classroom practices	6,00	100
Development of group work	6,00	0
Development of individual work	3,00	0
Study and independent work	3,00	0
Readings supplementary material	4,00	0
Preparation of evaluation activities	29,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

The teaching-learning methodology will be framed in the cognitive-constructivist theory of learning that emphasizes active student role essentially. The student will be the protagonist of their education and he or she will seek to develop meaningful learning based on prior knowledge. The professor will act as mediator and facilitator of learning using motivational techniques.



Specifically, the following types of activities will be carried out:

- Lectures. The method used will be the participatory lecture to present the contents of the subject. Participatory intervention of the students will be enhanced.
- Readings by the students (reports, articles, etc.).
- Discussion and exercises, both individually and in group, about issues relevant to assess and improve emotional competences.
- Oral presentations of students and submission of written reports.
- Tutoring sessions for adequate monitoring of the training activities.

EVALUATION

The grading scale is from 0 to 10. 5 is the minimum grade to pass the course. For the evaluation of the subject, two aspects are taken into account:

1. Observation and recording of students' attitudes in the development of tasks and activities. Participation and involvement in the activities of the workshop, including the quality of the oral presentations (10% of the final grade). Due to its nature of continuous evaluation, this part is not evaluable on second call.
2. Evaluation of individual and/or group work by students (90% of the final grade). The materials, instructions and specific criteria for each task will be explained by the teacher.

For the final evaluation it is essential to present all the works and pass with more than a five (on a scale of 10 points) all the works carried out.

The procedure to be followed to obtain the highest grade (honors) and if there are people tied, will consist of an optional assignment proposed by the teacher.

The detection of plagiarism in one or more of the work to be carried by the student in the subject will mean an automatic fail in the workshop.

The evaluation of the subject and the challenge of the grade obtained depend on the information available in the Regulation of Evaluation and Qualification of the University of València for bachelor's and Master's degrees (ACGUV108/2017 de 30 de Maig de 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

REFERENCES

Basic



- Mestre, J. M. y Fernández-Berrocal, P. (2007). Manual de Inteligencia Emocional. Madrid: Pirámide.
- Alles, M.A. (2005). Diccionario de preguntas. Gestión por competencias. Buenos Aires: Ediciones Granica.
- Roca, E. (2003). Cómo mejorar tus habilidades sociales. Programa de asertividad, autoestima e inteligencia emocional. Valencia: ACDE Ediciones.