



General Information

Code: IP-0042
Name: Leadership and Entrepreneurial Management- Highly Virtual
Course type: Theoretical
Credits: 3
Weekly virtual class hours: 3
Weekly student independent study hours: 7
Requisites: IP-0041
Co-requisites: N/A
Cycle: IX-Cycle
Course schedule: Friday 18:00-20:50
Proficiency mode: Advanced
Tutoring: N/A

Instructor Contact Information

Name: MBA. Alejandro Cedeño Chaverri
E-mail: carlo.cedeno@ucr.ac.cr
Students' assistance hours/office hours: Instructor is available via email, phone, and WhatsApp throughout the course.

1. Course Description

Leadership is often used in the workplace, yet only some people understand what it takes to be a successful leader. This course is designed to provide a basic introduction to leadership by focusing on “human experiences.” The course introduces the student to leadership topics, focusing on core leadership competencies.

Topics include leadership behaviors and style, organizational leadership, and a workshop on transformational leadership. Activities include self-assessment, reflection, and individual and team activities that apply theory and research. A key outcome of this course is the creation of a leadership journal.

This course is virtual, with most course content delivered online. Your learning is my primary concern in this course, so I may modify the program if, for instance, we discover we need time on a certain topic and less on another.

2. Learning Objectives and Outcomes

To provide useful information to analyze leadership, attitudes, interpersonal relationships, and abilities to effectively conduct necessary processes towards achieving a healthy



leadership level. Specific objectives for the leadership component of the course are:

1. Identify the key elements of leadership.
2. Understand the processes involved in effective leadership.
3. Learn theoretical models of leadership.
4. Develop self-awareness and identify personal strengths and weaknesses regarding leadership.
5. Increase your conceptual understanding of leadership in organizations.
6. Discover important insights into yourself as a leader and develop self-awareness regarding your strengths and opportunities for personal growth.
7. Realize that leading is about bettering yourself and others.

3. Methodology

To achieve these specific learning objectives, this course uses an experiential, action learning approach that focuses directly on you—the student—as the “live case” by which learning takes place. In particular, the course uses a combination of lectures, case studies, films, independent study, self-assessment techniques, peer feedback, and team projects to enhance your learning and development as a leader.

The instructor's role in this course is not to provide the answer but to create an environment where you can systematically and collectively explore, examine, and experiment with your ideas. As aligned with the principles of adult education, this course will not be a traditional lecture-based one. Instead, you can expect me to act as the facilitator of your learning process.

Education research shows that your learning is greatest when you are actively involved in making sense of new concepts, applying your learning to real-life situations in your work and life, and using your experiences as a resource for learning in the learning community. Our goal will be to generate deep discussions of concepts and engagement with learning materials and to clarify, supplement, and analyze the materials for workplace application.

Thus, you are expected to:

1. Engage in plenty of online discussions and classroom activities.
2. Take command of your learning, not relying on being taught.
3. Bring your goals, experiences, and desires to learn to the class.
4. Creatively connect the course materials to your situation and future career.
5. Work in small groups and as an entire class during this course.
6. Be respectful of others in the class and learning community.



4. Program Outline

Throughout this program, you'll work your way through the following modules:

Program IP-0042		
Module I: Leadership Basics		
1-March 15 th	Welcome Session and Syllabus Review	S
2-March 22 nd	Understanding Leadership	S
3-March 30 th	Easter Break	
4-April 05 th	Leadership Behaviors & Styles	A
5-April 12 th	Collaborative Assignment	S
Module II: Leadership in Organizations		
6-April 19 th	Leading an Organization	S
7-April 26 th	Leading Change and Innovation	A - Semana U
8-May 03 rd	Leading in Hard Times	S
9-May 10 th	Collaborative Assignment	S - Midterms
Module III: Core Leadership Competencies		
10-May 17 th	Building Relationships	S
11-May 24 th	Influencing Others	A
12-May 31 st	Managing Conflict	S
13-June 07 th	Collaborative Assignment	A*
Module IV: Transformational Leadership Workshop		
14-June 14 th	Empathy	S
15-June 21 st	Empowerment	S
16-June 28 th	Hybrid Communication	S
17-July 05 th	Collaborative Assignment (in- class) Leadership Portfolio	S
18-July 12 th	Ampliacion	S

Note: A(asynchronous) S(synchronous)

5. Course Deliverables & Evaluation

Component	Individual / Team Grade	Due Date	Grade Value
I. Class Contribution	Individual	On Going	20%
II. Leadership Portfolio	Individual	July 05th	30%
III. Collaborative Assignments (4)	Team	May 10th April 12th June 07th July 05th	40%
IV. Pop Quiz	Individual	Unannounced	10%



I. Class Contribution (20%)

This course is structured to guide you and your peers along a journey of personal learning and development. To ensure a high-quality learning experience for you and others, it is critical that you approach this course with a high level of openness and commitment. Many class sessions and course assignments will be reflexive, involving real-time exercises, role-plays, cases, and film studies. You will be asked to contribute meaningfully during and outside of class to facilitate your development.

Your overall contribution to class will be assessed based on my judgment and input from your peers. Classroom time will be devoted to extensions, connections, and discussions of prepared materials. Please come ready to participate and contribute actively to class discussions. These discussions will allow you to practice speaking, persuasion, and listening, three important leadership skills.

Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. Class contribution also involves knowing when to speak and when to listen. Although there is no formal attendance policy, I strongly encourage you to attend every class to ensure you get the most out of it.

Finally, I encourage you to challenge yourself and speak up for those less comfortable speaking in class. Alternatively, if you e-mail me recent articles or news stories about class material topics, I will consider that when evaluating your class participation.

II. Leadership Portfolio and Presentation (30%)

The primary goal of this course is to facilitate your development as a leader, and the leadership portfolio is an essential part of achieving that goal. This assignment asks you to document the developmental “journey” that you have taken in this course and will take as you progress in your career.

Students illustrate their leadership development by creating a portfolio describing and reflecting on what they learned. This work may include highlights from each class throughout the semester, thoughts about your growth, goals for the future, and creative expressions of your experiences. The instructor will inform in advance if a specific entry or task will be required on the portfolio. For example, depending on the topic, a specific question could be answered, a picture to reflect on, or an article to analyze. If no instructions are provided, students can document their entry as they wish. Creativity is welcomed.

In creating your leadership development plan, you may consider:

- Answer the central question for the topic/week.
- Identify what it is about yourself and your surrounding environment that drives your



effectiveness as a leader.

- Identify key drivers of and barriers to improving your leadership effectiveness.
- Establish meaningful and measurable objectives for behavioral change that will enhance your leadership effectiveness.

You will prepare a presentation for the last days of class that celebrates the lessons you learned during the course. This presentation should last about 10 minutes and be informative, creative, and inspiring. **More details about the requirements for this assignment will be provided later this term.**

III. Collaborative Assignments (40%)

1. Collaborative Assignments: Leader Analysis Paper 10%

The leadership analysis constitutes your research paper for the semester. It should be five to seven pages long (you may have additional appendices and exhibits as needed.)

Your leader analysis is based on a past or current global leader, business leader, political leader, religious leader, or anyone in a leadership capacity. Once you have completed your biography, you are to analyze the leader's style based on the concepts you have learned in this leadership class. You must rely on leadership theories and concepts to conduct and write your leadership analysis. This is your chance to apply the theories you have learned about how leader styles and behaviors.

This paper aims to demonstrate your understanding of the leadership theories and your ability to apply them.

2. Collaborative Assignments: Bingeworthy Netflix 10%

Students will select a film or show that is more than 30 minutes long to critique **leadership in organizations**. Students must demonstrate quality depth of thought, critical thinking, and creativity in their writing and presentation. You will write a brief memo for the selected movie with an analysis and recommendations for a protagonist or character.

You should use any readings for the week and relevant professional experience to analyze the situation and advise the protagonist to take specific action steps. Write the memo from your perspective as a mentor outside the protagonist's organization. As with any memo, these should be easily read and digested. Feel free to use bullet points, bold text, etc., to focus the reader's attention.

<https://www.grammarly.com/blog/how-to-write-memo/>

Please follow these submission guidelines in MEDIACION:



1. Your memo should be 1-2 pages (2 pages is the absolute max. length), formatted as Times New Roman, 12-point font, single-spaced, and have one-inch margins on all sides.
2. Submit your memo on MEDIACION using the following convention:
[YourLastname].[Moviename].docx.

3. Collaborative Assignments: Roleplay 10%

Role-play exercises allow students to assume a person's role or act out a given situation. Individual students can perform these roles in pairs or groups and play out a more complex scenario. Role plays engage students in real-life situations that can be “stressful, unfamiliar, complex, or controversial,” requiring them to examine their feelings toward others and their circumstances.

In this assignment, students will use Role-Playing to have fun while dealing with **Core Leadership Competencies**. In this instance, role-playing refers to acting out a relevant scenario to understand better issues and design strategies to cope with situations that might arise. In a role-play, you will put yourself in your character's shoes and argue a point that best examines your point of view.

4. Collaborative Assignments: Case Study

During our **Transformational Leadership** workshop, you will prepare 4 case studies during or after class. We will then discuss the case(s) and do the activities together. These cases/activities and the accompanying articles are the critical foundation for our discussion and your learning.

Your primary task is to be prepared for class. This does not mean skimming cases for highlights just before class but reading them deeply and letting them percolate in your mind.

You should approach this preparation by critically reading the assigned articles and cases. This will prompt a spirited conversation in class in which we dissect, extend, and challenge the ideas raised in the cases and articles and engage deeply in the activities.

IV. Pop Quiz (10)

A pop quiz based on the course material will be administered during the semester. It will include several questions, including multiple-choice and true-false. The pop quiz will familiarize students with the various leadership topics studied in and outside class.



6. Assignment Deadlines and Extensions

As with any organizational environment, including the workplace, you are expected to be professional, courteous, well-organized, and respectful of others. Behaviors like these exemplify good leadership. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is always on time.

As is expected of all working professionals, you will ensure that the set deadlines submit your work. In turn, I will return your assignments with useful feedback in a reasonable time frame, typically within seven business days. To ensure that your workload is manageable, please plan, considering both personal and professional obligations, to ensure that your academic responsibilities are met according to their due dates. I encourage you to take time before the course starts to plan for the next ten weeks, blocking out time on your calendar now so that you know exactly when you will be working on assignments for this course.

If you cannot complete course requirements because of extenuating circumstances, please notify me as soon as possible, on or before the assignment's due date, and provide relevant supporting documentation (e.g., a doctor's note or a note from a counselor). Any late work submitted without prior approval from me will receive a 0% grade.

7. Student Responsibilities for Virtual Learning

This course is designed to fit adults' busy schedules. Therefore, much of the learning will occur outside the classroom, largely relying on your initiative. Studies show that adults like you are more likely to be self-directed learners, seeking knowledge to gain new skills or to learn more about a particular subject. They aim to apply what they learn to their lives and work meaningfully and practically.

As such, adults will spend much time invested in their learning, whether on the job, in the classroom, or on course activities outside of class. When determining how much time you will need for coursework outside of class, keep this in mind: Typically, you will need to devote two hours outside of class to each course (i.e., readings and preparation, substantive assignments, and participation exercises) for every hour in class.

As this is an advanced class, you can expect to spend an average of 10 hours per week on homework. While that may sound daunting, please be assured that I have distributed the workload so that it is manageable while ensuring the quality and rigor of the course.



8. Attendance

Because our face-to-face sessions are limited, missing class sessions can negatively impact your learning experience and that of your colleagues. If you feel you must miss a session and know beforehand, you must consult with me. If an emergency arises, please alert me as soon as you can to schedule a meeting to explore the next steps. My goal is for you to succeed, so please communicate with me.

9. Bibliography and citation requirements

All citations and references must follow the most recent **APA Publication Manual**, the standard referencing system for this discipline. The manual's citation guidelines may differ from those of other systems you have used, so follow them carefully. This is an opportunity to demonstrate your attention to detail.

10. Required Literature

Comportamiento Organizacional, Décimo Tercera edición, Stephen P. Robbins y Timothy A. Judge. Prentice Hall.

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CURSO: **LIDERAZGO Y GERENCIA EMPRESARIAL**



