



centro adscrito a:



UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH

GUÍA DOCENTE LIDERAZGO Y DESARROLLO DE EQUIPOS 2025-26

DATOS GENERALES

Course Title:	LEADERSHIP AND TEAM DEVELOPMENT
Code:	801339 (BUSINESSTECH) 801397 (MKTTECH) 801838 (GIDE)
Academic year:	2025 - 2026
Degree title:	Bachelor's Degree in Business, Innovation and Technology Bachelor's Degree in Marketing, Innovation and Technology Bachelor's Degree in Management and Digitalization in Sport
Number of credits (ECTS):	6
Place in the scheme of studies:	2nd Year, 1st Semester
Academic area:	
Academic area head:	Prof. Marta Roma
Date of last revision:	July 2025
Professor Responsible:	Ph. D. Pablo Rial Ph. D. Akane Cheng Prof. Jose Tudela

1. GENERAL DESCRIPTION

Labour relations between a company and its staff are shaped by both internal and external factors, which significantly influence corporate culture. In today's fast-paced business environment, challenges such as flexibility, creativity, innovation, and resilience directly impact these relations, bringing both advantages and disadvantages. The social and labour landscape is continuously evolving: customers demand innovation and high-quality products, while employees seek experiences that foster personal development within a balanced work-life context. Modern leaders must protect, promote, and manage the principles of organizational culture both internally and externally.

When employees are actively involved in fostering and safeguarding the organization's cultural values, their satisfaction and engagement grow, leading to greater efficiency and safety in their work. This course provides a practical exploration of the historical evolution of corporate culture, focusing on essential tools, concepts, and methodologies for its effective management. Additionally, it examines diverse leadership styles that shape organizational models. A 21st-century leader is defined by their ability to inspire others

through emotional intelligence, motivation, and enthusiasm, fostering an emotional and relational climate that drives organizational success.

The course also delves into ethical and social responsibility in organizations, examining how these elements build a legitimate reputation, offer competitive advantages, and implement actions that promote genuine social responsibility. Special emphasis is placed on the unique and complex nature of managerial roles, which go beyond tasks and functions to include responsibilities and leadership styles aligned with organizational values and human rights.

The program is structured into three main blocks:

- Fundamentals and analysis of organizations.
- Concepts and characteristics of teamwork and leadership.
- Techniques for the development of leadership competencies.

This course equips students with the knowledge and skills to design a strong leadership profile, effectively manage teams, and achieve exceptional performance in pursuit of organizational goals.

2. OBJECTIVES

At the end of the course, students will understand managers' activities as three interrelated, sequential processes that influence the various determinants of manager person performance:

- Analyze the foundational principles of organizations, including culture, behavior, and decision-making processes, to evaluate their impact on team and organizational performance.
- Demonstrate the ability to lead and manage teams by understanding teamwork dynamics, leadership styles, and strategies that foster collaboration and high performance.
- Utilize advanced leadership techniques, including conflict resolution, emotional intelligence, and motivational strategies, to address challenges and achieve organizational objectives.

3. LEARNING OUTCOMES

- Recognize the principles and practices of leadership and apply them to team development and people management.
- Develop the ability to lead projects and business processes through the planning, organization, and direction of work teams in different business and cultural contexts.
- Develop conflict resolution skills and interpersonal relationship management to work in diverse and dynamic professional environments.

4. CONTENT

UNIT 1. A CONCEPTUAL APPROACH TO CORPORATE CULTURE AND ITS ELEMENTS

Learning outcome

After studying the unit and solving the exercises, students will be able to:

- Understand the concept and scope of corporate culture in the organizations.
- Differentiate the main elements that make up the corporate culture.
- Describe the functions of culture in the company and its contribution to achieving the objectives.

Content

- 1.1. Conceptual demarcation of the concept of corporate culture and cultural intelligence.
- 1.2. Elements that are part of the culture.
- 1.3. The levels of culture.
- 1.4. Factors that influence organisational culture.
- 1.5. Functions of culture in an organization

UNIT 2. METHODS FOR DIAGNOSING AND MONITORING ORGANIZATIONAL CULTURES

Learning outcome

After studying the unit and solving the exercises, students will be able to:

- Diagnose the culture of an organization through culture diagnostic tools.
- Define the target culture and propose improvement actions.

Content

- 2.1 Identify the culture of an organization.
- 2.2 Tools for diagnosing corporate culture.
- 2.3 Cultural change and its management.
- 2.4 Define a desired target culture.

UNIT 3. LEADERSHIP: THE KEY PILLAR FOR TRANSFORMATION

Learning outcome

After studying the unit and solving the exercises, students will be able to:

- Recognize the different styles of leadership.
- Understand the influence of leadership on corporate culture.
- Explore current leadership trends.

Content

- 3.1 Leadership and the creation of corporate culture.
- 3.2 Historical evolution of the concept of leadership.
 - 3.2.1 Leadership styles.
- 3.3 Leading work teams: Achieving and maintaining high performance teams.
- 3.4 New paradigms of the 21st century leader: Leading healthy organizations.

UNIT 4. CORPORATE SOCIAL RESPONSIBILITY: LEADERSHIP APPROACH TO SUSTAINABILITY AND HUMAN RIGHTS

Learning outcome

After studying the unit and solving the exercises, students will be able to:

- To understand the importance of ethics in the behaviour and decision-making process of the organization.
- Identify the scope of the company's social responsibility.
- Define ethical styles of adaptation to changes in organizations.

Content

- 4.1 Ethical aspects of corporate culture.
- 4.2 Corporate ethics: Decision-making and ethical leadership.
- 4.3 Business sustainability and corporate social responsibility.
- 4.4 CSR and marketing

UNIT 5. CONCEPTS AND CHARACTERISTICS OF TEAMWORK

Learning outcome

Once the content of this topic has been presented in class and worked on, the students who successfully complete it will be able to:

- Differentiate the different stages of development that a work team goes through.
- Establish the main guidelines of the process aimed at leading teams.
- Decide the most suitable strategies to promote and consolidate team leadership.

Contents

5.1 The concept of teamwork and high performance.

- 5.1.1. Team versus group.
- 5.1.2. Types of teams and diversity.
- 5.1.3. Phases in the life of a team.
- 5.1.4. Teamwork as a process:
- 5.1.5. Belbin's roles and self-assessment.

5.2 Phases in the evolution of teams: what to do and what not to do in each phase.

5.3 Remote work and virtual offices.

UNIT 6. THE DEVELOPMENT AND EXERCISE OF LEADERSHIP COMPETENCES

Learning outcome:

Once the content of this topic has been presented in class and worked on, the students who successfully complete it will be able to:

- Assess the interrelation between the availability of objectives, team management and obtaining the desired business results.
- Identify the main characteristics of the leadership and management of the leader.
- Stipulate the procedure to be followed for optimal development of conflict management and negotiation.
- Combine techniques and strategies that enable optimal interpersonal communication between leader and team.

Contents

6.1 Self-evaluation and stress management.

- 6.1.1 Getting to know yourself.
- 6.1.2 How to handle stress.
- 6.1.3 Emotional intelligence.

6.2 Decision making process.

6.3 Management of conflicts and negotiation.

- 6.3.1 Conflict.
- 6.3.2 Tension vs. Power.
- 6.3.3 Conflict Management Styles.
- 6.3.4 Mediation.

6.3.5 Negotiation.

5. TEACHING AND LEARNING STRATEGIES

Face to face group (*presential*)

It is based on participatory expository classes complemented by advance reading of various UNITS. Through in-class practices and homework assignments, the aim is to reinforce the concepts and procedures presented in class.

The main activities to be carried out include:

- Throughout the course, activities such as problem-solving, participation in debates, and case resolution will be conducted.
- Practical class for solving practical cases and/or exercises related to the subject matter, with student participation.
- Group/cooperative work with the presence of the teacher.

Blended learning groups (*presential flexible*)

It is based on participatory review classes to consolidate the reading of didactic material, texts, and articles related to the contents of the subject previously published on the virtual campus. Through in-class practices and homework assignments, the goal is to reinforce the concepts and procedures presented in class.

The main activities to be carried out include:

- Practical class for solving practical cases and/or exercises related to the subject matter, with student participation.
- Group/cooperative work without the presence of the teacher.

6. EVALUATION

According to the Bologna Scheme, this model encourages the sustained continuous effort of students. 40% of the mark is achieved through the continuous assessment of guided activities and the remaining 60% from the onsite final exam. The final exam has two sittings.

The final mark for the course (NF) will result from applying the following formula:

- **NF = Final Exam mark x 60% + Continuous Assessment mark x 40%**
- Minimum final exam mark to be able to average with continuous assessment will be 40 out of 100.

- The minimum pass mark for the course will be 50 out of 100.

Continuous assessment activities:

Face to face group (*presential*)

Activity	Description	% Continuous Assessment	
Course work:			40%
Case study	In class - group	10%	
Test in class 1 & 2	In class - individual	5%	
Case study	In class - group	10%	
Test in class 3 & 4	In class - individual	5%	
Case study	In class - group	10%	
In class project	In class - group	15%	
Test in class 5 & 6	In class - group	5%	
In class project	In class - group	15%	
Learning portfolio	Individual project	10%	
Participation in classroom / Attitude	Engagement and motivation with the subject will be recorded.	15%	
Final exam:			60%
	Final exam	100%	

Blended learning groups (*presential flexible*)

Activity	Description	% Continuous Assessment	
Course work:			40%
Case study	In class - group	10%	
Test in class 1-3	In class - individual	15%	
Case study	In class - group	35%	
Learning portfolio	Individual project	25%	
Participation in classroom / Attitude	Engagement and motivation with the subject will be recorded.	15%	

Final exam:		60%
	Examen final	100%

7. BIBLIOGRAPHY

- Aguirre, A. (2004). La cultura de las organizaciones. Barcelona. Ariel.
- Blanchard, K. y O'Connor, M. (1997). Managing by Values. San Francisco. Berret-Koehler.
- Gómez, S. (2021). Organizaciones inteligentes. Barcelona. B de Bolsillo.
- Handy, C. (2007). Understanding organizations. United Kingdom. Penguin.
- Haslam, S. A., Reicher, S. D., y Platow, M. J. (2011). *The New Psychology of Leadership: Identity, Influence and Power*. New York, NY: Psychology Press.
- Hernández Ortiz, M. J. (Coord.) (2020). Administración de empresas. Madrid. Pirámide.
- Munduate Jaca, L., y Medina Díaz, J. F. (Eds.). (2005). *Gestión del conflicto, negociación y mediación*. Madrid: Pirámide.
- Schein, E. y Schein, P. (2017). Organizational culture and leadership (5th Edition). New Jersey. John Wiley and Sons.
- Whetten, D.A., y Cameron, K.S. (2011). *Desarrollo de Habilidades Directivas* (8ª edición). New Jersey: Pearson Prentice Hall.