esade

Value-Based Leadership

UGRA_014209

Departments	Department of Strategy & General Management
Teaching Languages	English
ECTS	4
Teacher responsible	Giménez Thomsen Cristina - cristina.gimenez@esade.edu

Course Goals

Students will develop leadership skills during the design, implementation and evaluation of social and environmental projects. Students will (1) analyse the causes at the societal level that generate the identified needs; (2) reflect on the power mechanisms that consolidate these causes of need/exclusion; (3) lead initiatives (that would involve different NGOs) to influence the transformation of these causes. For example, they will design and implement immigrant empowerment campaigns; actions in the public space that make the problem visible and attract the attention of the media; campaigns on social networks; design of school activities for youth awareness, etc. Students will develop leadership skills at the service of social causes seeking agreements between different institutions.

The course will contribute to students' growth in the following competencies: competence, consciousness, compassion and commitment.

Competence

- Critical thinking
- Systems thinking
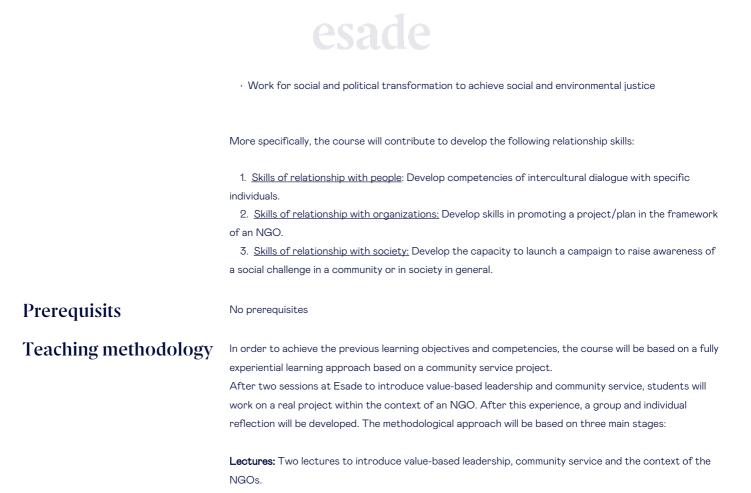- Ability to make decisions
- Practical management techniques

Consciousness

- Interiority
- Self-knowledge
- Value-driven
- Contextual awareness
- Stakeholder engagement

Compassion

- Empathy
- Solidarity
- Altruism

Commitment

· Work for social and political transformation to achieve social and environmental justice

More specifically, the course will contribute to develop the following relationship skills:

1. <u>Skills of relationship with people</u>: Develop competencies of intercultural dialogue with specific individuals.
2. <u>Skills of relationship with organizations:</u> Develop skills in promoting a project/plan in the framework of an NGO.
3. <u>Skills of relationship with society:</u> Develop the capacity to launch a campaign to raise awareness of a social challenge in a community or in society in general.

Prerequisits

No prerequisites

Teaching methodology

In order to achieve the previous learning objectives and competencies, the course will be based on a fully experiential learning approach based on a community service project.

After two sessions at Esade to introduce value-based leadership and community service, students will work on a real project within the context of an NGO. After this experience, a group and individual reflection will be developed. The methodological approach will be based on three main stages:

Lectures: Two lectures to introduce value-based leadership, community service and the context of the NGOs.

Community service: Students, in pairs, will work in a real project in one of the following NGOs:
- Fundació La Vinya
- Fundació Carles Blanch
- Fundació Salut Alta
- Arrels Sant Ignasi
- Fundació Migra Studium

Reflection: Reflection involves critically capturing the meaning of everything experienced. "Reflection means deepening one's understanding of a particular content or of an event by searching for additional insights, considering distinct views, observing from different perspectives, searching for cause-and-effect relationships, and generally probing unexplained outcomes" (Mauri, A., Neiva de Figueiredo, J. & Rashford, N. (2015) "Ignatian Pedagogy in the Strategy Classroom: Experience, Reflection and Action Towards Better Managerial Decisions" Journal of Jesuit Business Education 6, p. 81.)

Description

Short description

The aim of this course is to introduce students to service learning, a real-world learning whose purpose is "to instil in students a sense of civic engagement and responsibility and work towards positive social change within society" (Europe Engage, 2017). Students will work on the resolution of a real project in the context of an NGO and will be invited to reflect on their experience to learn about leadership.

"There is no such thing as value-free education, and there never has been… Without raising the human and moral values, we reinforce a narrow, self-centred, and instrumental view of leadership and power that can potentially do great harm to our students and to those on whom they will have an impact in the future." (Robert J. Bies (1996) "'Down and out' in D.C. How Georgetown MBA Students Learn About Leadership through Service to Others" Journal of Business Ethics 15, p. 110.)

Content

#	Topic
1	Value-based leadership
2	Community service
3	Societal challenges and social justice

Assessment

Tool	Assessment tool	Category	Weight %
Other	Participation in the NGO based on the project development	Retake and ordinary round	40.00%
Other	Presentation about the project developed in the NGO & advocacy campaign	Retake and ordinary round	40.00%
Other	Final Reflection	Retake and ordinary round	20.00%

PROGRAMS

BBA20-Bachelor of Business Administration (BBA) (Undergraduates: Business)
BBA20 Year 3 (Optative)
BBA20 Year 2 (Optative)
BBA20 Year 4 (Optative)
BBA20 Year 1 (Optative)

BBA23-Bachelor of Business Administration (BBA) (Undergraduates: Business)
BBA23 Year 4 (Optative)
BBA23 Year 1 (Optative)
BBA23 Year 3 (Optative)
BBA23 Year 2 (Optative)

BBE20-Bachelor of Business Administration (BBA) (Undergraduates: Business)
BBE20 Year 3 (Optative)
BBE20 Year 2 (Optative)
BBE20 Year 4 (Optative)

DBAI21-Double Degree in Business Administration and Artificial Intelligence for Business (Undergraduates: Business)
DBAI21 Year 3 (Optative)
DBAI21 Year 2 (Optative)

DBAI23-Double Degree in Business Administration and Artificial Intelligence for Business (Undergraduates: Business)
DBAI23 Year 2 (Optative)

GBD20-Double Degree in Business Administration and Law (Undergraduates: Law)
GBD20 Year 5 (Optative)

GEL19-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)
GEL19 Year 3 (Optative)
GEL19 Year 1 (Optative)
GEL19 Year 4 (Optative)
GEL19 Year 2 (Optative)

GEL23-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)
GEL23 Year 1 (Optative)
GEL23 Year 4 (Optative)
GEL23 Year 2 (Optative)
GEL23 Year 3 (Optative)