



SYLLABUS
LEADERSHIP
Academic year 2025-2026

1. Information regarding the program

1.1. Higher education institution	Universitatea Babeș Bolyai
1.2. Faculty	Business
1.3. Department	Hospitality Services
1.4. Field of study	Business Administration
1.5. Study cycle	Bachelor
1.6. Study programme/Qualification	Business Administration /Bachelor in Economic Studies
1.7. Form of education	Full time

2. Information regarding the discipline

2.1. Name of the discipline		Leadership				Discipline code		ILE0004			
2.2. Course coordinator			Lect. Univ. Dr. Emanuel-Emil Savan								
2.3. Seminar coordinator			Lect. Univ. Dr. Emanuel-Emil Savan								
2.4. Year of study		1	2.5. Semester		1	2.6. Type of evaluation		E	2.7. Discipline regime		Mandatory

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4. Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time allotment for individual study (ID) and self-study activities (SA)					hours
Learning using manual, course support, bibliography, course notes (SA)					18
Additional documentation (in libraries, on electronic platforms, field documentation)					18
Preparation for seminars/labs, homework, papers, portfolios and essays					18
Tutorship					2
Evaluations					2
Other activities:					11
3.7. Total individual study hours					69
3.8. Total hours per semester					125
3.9. Number of ECTS credits					5

4. Prerequisites (if necessary)

4.1. curriculum	-
4.2. competencies	-

5. Conditions (if necessary)

5.1. for the course	Students will attend lectures and seminars whit mobile closed. Students are expected to contribute to course through short interventions or specific questions. They are also required to go through the materials given by the teacher.
5.2. for the seminar /lab activities	The deadlines for the seminar tasks are jointly established with the students. Deferrals are not accepted.



6.1. Specific competencies acquired

Professional/essential competencies	<ul style="list-style-type: none">• C4.1. Identifying and describing the concepts of planning, organizing, coordinating and control for the human resource activities• C4.3. Solving problems/contexts specific for human resources, like recruitment, selection, motivation, reward, working schedule, training.
Transversal competencies	<ul style="list-style-type: none">• CT2 Identifying the roles and responsibilities in a multispecialty team and implementing various relational techniques and efficient teamwork.

6.2. Learning outcomes

Knowledge	<ul style="list-style-type: none">• The graduate demonstrates the possession of a set of general knowledge on how to plan and manage human resources, and how to motivate employees and monitor activities.• Use the main paradigms of leadership to make choices in an informed manner• Identify the main authors that influenced leadership• Understand the duality of leadership (ethical and unethical)
Skills	<ul style="list-style-type: none">• The graduate is able to analyse the organisational environment so that the business can adapt to the requirements and challenges they identified; the graduate can recommend appropriate strategies, techniques, and methods for solving management problems related to its core functions.• Use in an efficient manner the conflict management strategies'• Build abilities to form and develop a team using team development stages and team roles
Responsibility and autonomy:	<ul style="list-style-type: none">• The graduate is able to make decisions according to their position and to take responsibility towards higher hierarchical levels.• Using the main theories regarding change management to understand organizational dynamics.



7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	To familiarize students with the terminology and specific leadership tools
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> • Use the main paradigms of leadership to make choices in an informed manner • Identify the main authors that influenced leadership • Develop competence to identify leadership styles used by various leaders • Understand the duality of leadership (ethical and unethical) • Use in an efficient manner the conflict management strategies' • Understand the main differences between informing, communicating, manipulating and persuading • Build abilities to form and develop a team using team development stages and team roles • Develop abilities to identify the learning styles of a group and to adapt training techniques to match them • Using he main theories regarding change management to understand organizational dynamics.

8. Content

8.1 Course	Teaching methods	Remarks
Course introduction	Interactive lecture	1 course
Business leader archetype	Interactive lecture, multimedia materials	1 course
Introductory concepts	Interactive lecture, multimedia materials	1 course
Leadership branding	Interactive lecture, multimedia materials, demonstration	1 course
Leadership styles	Interactive lecture, multimedia materials	2 course
Conflict management	Interactive lecture, multimedia materials	1 course
Communication and persuasion	Interactive lecture, multimedia materials	1 course
Team development	Interactive lecture, multimedia materials	1 course
Organizational Culture	Interactive lecture, multimedia materials	1 course
Ethics and leadership	Interactive lecture, multimedia materials	1 course
The Corporation – documentary analysis	Documentary viewing and discussions	1 course
Change Management	Interactive lecture, multimedia materials	1 course
Course review	Interactive lecture	1 course
Bibliography <ol style="list-style-type: none"> 1. Roe Kevin, (2017), Leadership. Practice and Perspectives, 2nd Edition, Oxford University Press. 2. Peter G. Nordhausen, (2022), Leadership. Theory and Practice, Sage 3. Marian Iszatt-White and Christopher Saunders, (2017), Leadership, 3rd Edition, Oxford University Press. 4. Belbin, M., (1981), Management Teams. Why they succeed or fail, Elsevier 5. Daniel Goleman, Richard Boyatzis, Annie McKee, (2004) Primal Leadership, Harvard Business School Press. 6. Frances Hesselbein, Marshall Goldsmith, Richard Beckhard, (1996), The Leader of the Future, Jossey Bass. 7. Grint, Keith, (1999) Leadership: classical, contemporary, and critical approaches. Oxford: Oxford University Press 8. Grint, Keith, (2010) Leadership: A Very Short Introduction. Oxford: Oxford University Press 9. Peters, Tom and Austin, Nancy, (1986) A Passion for Excellence. The Leadership Difference. London: Fontana. 10. Schein, E. 2010. Organizational Culture and Leadership, 4th Edition, Wiley. 11. Sofică, A. (2008), Leadership, suport de curs, Editura Alma Mater. 12. Yulk, G. (2010) Leadership in Organizations, 7th Edition, Prentice Hall. 		



8.2 Seminar / laboratory	Metode de predare	Observații
Business leader profile assignment	Discuss the project assignment and debate	1 seminar
Business leader archetype	Social experiment	1 seminar
Introductory concepts	Case studies analysis, group work, debate	1 seminars
Leadership branding	Case studies analysis, group work, debate	1 seminar
Leadership styles	Case studies analysis, group work, debate	2 seminar
Conflict management	Simulation, debate,	1 seminar
Communication and persuasion	Role play, debate, case study analysis	1 seminar
Team development	Role play, debate, case study analysis	1 seminar
Organizational Culture	Case studies analysis, group work, debate	1 seminar
Business leader profile assignment	Discuss the project assignment and debate	1 seminar
Business leader archetype	Social experiment	1 seminar
Ethics and leadership	Case studies analysis, group work, debate	1 seminar
The Corporation – documentary analysis	Documentary review form and debate	1 seminar
Change Management	Role play, debate, case study analysis	1 seminar
Bibliography 1. Bass, B., (1990), From Transactional to Transformational Leadership: Learning to Share the Vision, in Organizational Dynamics 2. Eisenhardt, K., Kahwajz, J. and Bourgeois, L., (1997), How Management Teams Can Have a Good Fight, in Harvard Business Review 3. Gemmill G., and Oakley J., (1992) Leadership An Alienating Social Myth, in Human Relations, 45(2), 113. 4. Goleman, D. (2000) Leadership That Gets Results, Harvard Business Review 5. Guber P., (2007), The Four Truths of the Storyteller, in Harvard Business Review 6. Hewlett, S.A., (2002), Executive Woman and the Myth of Having It All, in Harvard Business Review 7. John P. Kotter, (1990) What Leaders Really Do, Harvard Business Review 8. Kellermen, B., (2004), Leadership – Warts and All, in Harvard Business Review 9. Kenneth T., (2007), Making Conflict Management a Strategic Advantage, white paper 10. Mahzarin R. Banaji et al, (2003) How (Un)Ethical Are You? Harvard Business Review 11. Mintzberg, H., (1998), Covert Leadership, in Harvard Business Review 12. Pentland, A. (2012). The New Science of Building Great Teams, in Harvard Business Review 13. Robert Cialdini, (2001) Harnessing the Science of Persuasion, Harvard Business Review 14. Tuckman, B.W., (1977), Developmental Sequence in Small Groups, Psychological Bulletin, Volume 63, Number 6, Pages 384-99. 15. Ulrich, D. and Smallwood, N. (2007), Building a Leadership Brand, in Harvard Business Review		



9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

The discipline is always renewed considering the novelties in the field: new standards and practices concerning leadership at international level. Organizational improvement and the usage of leadership tools are presented considering the newest and the most relevant cases from international and local practice

10. Evaluation

- The same evaluation criteria are maintained for all exams sessions. The components of the evaluation process carried out during the semester cannot be recovered/redone in the examination sessions.
- To be able to accumulate the points obtained during the semester, it is mandatory to obtain a minimum of 5 (five) in the final exam (written/oral).

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	D1. Understanding basic concepts, theories and methods used in the main field and speciality area and adequate use for professional communication.	Written exam (in the exam session period) multiple choice questions and open ended questions. In order to calculate the final grade by adding up the points obtained during the semester, it is necessary to obtain at least 50% of the score related to the written exam.	50%
	D2. Using basic knowledge to explain and interpret various concepts, contexts, processes and projects specific to the field of study.		
10.5 Seminar/laboratory	D3. Applying of principles and methods to solve typical problems and situations to the field of study, in the context of qualified assistance. D7. Identifying the roles and responsibilities in a multispecialty team and implementing various relational techniques and efficient teamwork D8. Identifying various opportunities for continuing education and efficiently using learning resources and techniques for their development.	Team project "Business leader profile" (evaluated through the semester) Students have to identify a business leader and to realise his/hers profile according to the guidelines presented during the first seminar.	30%
		Article review test (evaluated through the semester) Students must read and review the articles from the mandatory list presented during the first seminar.	20%
10.6 Minimum standard of performance			
<ul style="list-style-type: none">• Understand the basic concepts• Apply the knowledge to specific case studies			



11. Labels ODD (Sustainable Development Goals)¹

	General label for Sustainable Development						

Date:
03.04.2025

Signature of course coordinator
Lect. Univ. Dr. Emanuel-Emil Savan

Signature of seminar coordinator
Lect. Univ. Dr. Emanuel-Emil Savan

Date of approval:
10.04.2025

Signature of the head of department
Conf. Univ. Dr. Marius Bota

¹ Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.”.