



COURSE DESCRIPTION

Leadership

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeș-Bolyai University
1.2. Faculty	Business
1.3. Department	Hospitality Services
1.4. Field	Business Administration
1.5. Level of study	Bachelor
1.6. Degree programme / Qualification	Business Administration in Hospitality Services/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. Emanuel-Emil Săvan, PhD				
2.3. Seminar coordinator	Lect. Emanuel-Emil Săvan, PhD				
2.4. Year of study	1	2.5. Semester	1	2.6. Type of assessment	Exam
2.7. Course status	Compulsory			2.8. Course type	Core subject (DF)

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	4	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	56	of which: 3.5. course	28	3.6. seminar/ laboratory	28
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					18
Additional research in the library, on subject-specific electronic platforms, and on-site					18
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					18
Tutoring (professional guidance)					2
Examinations					2
Other activities					11
3.7. Total hours of individual study (IS) and self-taught activities (ST)				69	
3.8. Total hours per semester				125	
3.9. Number of credits				5	

4. Prerequisites (where applicable)

4.1. curriculum-related	–
4.2. skills-related	–

5. Specific conditions (where applicable)

5.1. course-related	• Students will attend lectures and seminars with their mobile phones switched off. • Students are expected to contribute to the course through brief interventions or specific questions. They are also required to study the materials indicated by the teaching staff.
5.2. seminar/laboratory-related	• Deadlines established for all forms of continuous assessment are fixed; failure to meet them results in the loss of the corresponding points.

6.1. Competencies resulting from the completion of the degree programme

Professional competencies	
Competency code	Competency
PC5	Providing assistance in business human resources management
Transversal competencies	
Competency code	Competency
TC2	Identifying the roles and responsibilities in a multispecialty team and implementing various relational techniques and efficient work within a team

6.2. Learning outcomes relevant to the degree programme

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC5	10. The student/graduate operates with theoretical constructs related to the understanding of group dynamics, interpersonal relationships, and organizational culture; the understanding of how cognitive and emotional processes influence economic and managerial decisions; the understanding of the impact of governmental policies on the economic environment; effective communication skills and strategies within organizations; the analysis of how location and natural resources influence economic activities; and the understanding of the evolution of economic systems and the impact of historical events on economic development.	10. The student/graduate works effectively in diverse teams and promotes a collaborative environment; adopts informed and rational decisions while considering cognitive and emotional factors; contributes to the development and implementation of economic and business policies; communicates information clearly and concisely, both orally and in writing; efficiently manages natural resources in order to ensure sustainability and economic growth; and adapts economic strategies to changes and developments in the global economic environment.
TC2	10. The student/graduate operates with theoretical constructs related to the understanding of group dynamics, interpersonal relationships, and organizational culture; the understanding of how cognitive and emotional processes influence economic and managerial decisions; the understanding of the impact of governmental policies on the economic environment; effective communication skills and strategies within organizations; the analysis of how location and natural resources influence economic activities; and the understanding of the evolution of economic systems and the impact of historical events on economic development.	10. The student/graduate works effectively in diverse teams and promotes a collaborative environment; adopts informed and rational decisions while considering cognitive and emotional factors; contributes to the development and implementation of economic and business policies; communicates information clearly and concisely, both orally and in writing; efficiently manages natural resources in order to ensure sustainability and economic growth; and adapts economic strategies to changes and developments in the global economic environment.

7. Subject-specific learning outcomes

Knowledge and understanding
1. The student explains the main leadership concepts and theories and distinguishes leadership from management.
2. The student describes the evolution of leadership and the characteristics of the main leadership styles.
3. The student explains the role of communication, persuasion, conflict management, team development, and organizational culture in leadership practice.
4. The student analyses the ethical dimension of leadership and the leader's role in managing organizational change.
Specific academic skills

1. The student identifies and evaluates leadership styles used in different organizational situations.
2. The student applies communication, persuasion, teamwork, and conflict-management techniques in case studies, simulations, and role plays.
3. The student formulates and substantiates solutions for leading teams and managing change while collaborating effectively on a team project.

8. Contents

8.1. Course	Teaching and learning methods	Remarks
Course introduction and assessment methods	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 courses
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 discussion	1 course
Change management	Interactive lecture, multimedia materials	1 course
Course review	Interactive lecture	1 course
Bibliography		
1. Roe, K. (2017), Leadership: Practice and Perspectives, 2nd Edition, Oxford University Press. 2. Northouse, P. G. (2022), Leadership: Theory and Practice, Sage. 3. Iszatt-White, M. and Saunders, C. (2017), Leadership, 3rd Edition, Oxford University Press. 4. Belbin, M. (1981), Management Teams: Why They Succeed or Fail, Elsevier. 5. Goleman, D., Boyatzis, R. and McKee, A. (2004), Primal Leadership, Harvard Business School Press. 6. Hesselbein, F., Goldsmith, M. and Beckhard, R. (1996), The Leader of the Future, Jossey-Bass. 7. Grint, K. (1999), Leadership: Classical, Contemporary, and Critical Approaches, Oxford University Press. 8. Grint, K. (2010), Leadership: A Very Short Introduction, Oxford University Press. 9. Peters, T. and Austin, N. (1986), A Passion for Excellence: The Leadership Difference, Fontana. 10. Schein, E. (2010), Organizational Culture and Leadership, 4th Edition, Wiley. 11. Sofică, A. (2008), Leadership, course material, Alma Mater Publishing House. 12. Yukl, G. (2010), Leadership in Organizations, 7th Edition, Prentice Hall.		
8.2. Seminar / laboratory	Teaching and learning methods	Remarks
Business leader profile assignment	Project briefing and discussion	1 seminar
Business leader archetype	Social experiment and debate	1 seminar
Introductory concepts	Case-study analysis, group work and debate	1 seminar
Leadership branding	Case-study analysis, group work and debate	1 seminar
Leadership styles	Case-study analysis, group work and debate	2 seminars
Conflict management	Simulation and debate	1 seminar
Communication and persuasion	Role play, debate and case-study analysis	1 seminar

Team development	Role play, debate and case-study analysis	1 seminar
Organizational culture	Case-study analysis, group work and debate	1 seminar
Ethics and leadership	Case-study analysis, group work and debate	1 seminar
The Corporation – documentary analysis	Documentary review form and debate	1 seminar
Change management	Exercises, debate and case-study analysis	1 seminar
Mock examination	Simulation	1 seminar

Bibliography

1. Bass, B. (1990), From Transactional to Transformational Leadership: Learning to Share the Vision, Organizational Dynamics.
2. Eisenhardt, K., Kahwajz, J. and Bourgeois, L. (1997), How Management Teams Can Have a Good Fight, Harvard Business Review.
3. Gemmill, G. and Oakley, J. (1992), Leadership: An Alienating Social Myth, 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, Harvard Business Review.
6. Hewlett, S. A. (2002), Executive Women and the Myth of Having It All, Harvard Business Review.
7. Kotter, J. P. (1990), What Leaders Really Do, Harvard Business Review.
8. Kellerman, B. (2004), Leadership – Warts and All, Harvard Business Review.
9. Kenneth, T. (2007), Making Conflict Management a Strategic Advantage, white paper.
10. Banaji, M. R. et al. (2003), How (Un)Ethical Are You?, Harvard Business Review.
11. Mintzberg, H. (1998), Covert Leadership, Harvard Business Review.
12. Pentland, A. (2012), The New Science of Building Great Teams, Harvard Business Review.
13. Cialdini, R. (2001), Harnessing the Science of Persuasion, Harvard Business Review.
14. Tuckman, B. W. (1977), Developmental Sequence in Small Groups, Psychological Bulletin, 63(6), 384–399.
15. Ulrich, D. and Smallwood, N. (2007), Building a Leadership Brand, Harvard Business Review.
16. Bennis, W. G. (2004), The Seven Ages of the Leader, Harvard Business Review.

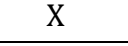
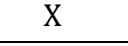
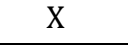
9. Evaluation

- 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).

Type of activity	9.1 Evaluation criteria	9.2 Evaluation methods	9.3 Percentage in the final grade
9.4. Course	D1. Understanding the fundamental concepts, theories, and methods of the field and area of specialization, and using them appropriately in professional communication. D2. Using fundamental knowledge to explain and interpret concepts, situations, processes, and projects related to the field.	Written examination (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%
9.5. Seminar/ laboratory	D3. Applying fundamental principles and methods to solve well-defined problems or situations typical of the field, with qualified guidance. D7. Becoming familiar with the roles and activities involved in teamwork and with the allocation of tasks.	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%
	D8. Recognizing the need for continuous learning and using learning resources and techniques efficiently for personal and professional development.	Article review test (evaluated through the semester) Students must read and review the articles from the mandatory list presented during the first seminar.	20%
9.6 Minimum standard for passing			

- A minimum of 50% of the points allocated to the written examination is required before the semester assessment points can be added to the final grade.
- Knowledge of the fundamental concepts of leadership, the main leadership styles, communication and persuasion, team development, conflict management, and change management.

10. SDG labels (Sustainable Development Goals)¹

		Sustainable Development Generic Label						
								
								No label applies
								

Date of entry:

22.05.26

Signature of course coordinator

Lect. Emanuel-Emil Săvan, PhD

Signature of seminar coordinator

Lect. Emanuel-Emil Săvan, PhD

Date of approval in the department:

27.05.26

Signature of the head of department

Assoc. Prof. Marius BOTA, PhD

¹ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."