

**COURSE DATA****DATA SUBJECT**

**Code:** 42745  
**Name:** Workshop on leadership and emotional intelligence  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2126 - Master's Degree in Human Resources Management	Facultat de Ciències Socials	2	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2126 - Master's Degree in Human Resources Management	Social skills	COMPULSORY

**COORDINATION**

RIPOLL BOTELLA PILAR

**SUMMARY**

In this workshop students will acquire the skills and techniques necessary for the practical implementation of many of the knowledge acquired in other subjects. This workshop has a prominent practical orientation dedicated to the development of the emotional competences of future human resource managers. Specifically, the different perspectives in the study of emotional intelligence, and the methods to evaluate it, are explained. It also analyses the effects of emotional intelligence and the strategies to improve the emotional competences.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**

Students should have the knowledge included in the official programs of the degrees required to access to the present program.



## COMPETENCES / LEARNING OUTCOMES

### 2126 - Master's Degree in Human Resources Management

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to adapt to change and be creative. In this sense, they should develop the ability to modify predictable and habitual behaviour in order to adapt to the demands of different situations without substantially modifying the final objectives of the work processes (incorporating new data from the environment).

Students should be able to design and conduct interviews to support human resources management functions.

Students should be able to establish mechanisms to guide and motivate workers.

Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.

Students should be able to prepare, organise and hold effective meetings for developing the human resources management function.

Students should be able to prepare reports and make oral presentations related to human resources management.

Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.

Students should be able to work in a team and, at the same time, stimulate the participation of the members of the team, seeking to create synergies.

Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should develop a certain tolerance for uncertainty.



Students should develop appropriate interpersonal and team relations.

Students should have assertive communication and negotiation skills. This means being able to carry out negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.

Students should have the ability to communicate, influence and be effective in interpersonal relationships.

Students should understand and be able to develop leadership processes in human resources management by promoting systems of participation in the organisation and developing an appropriate internal communication policy.

Students should understand group processes.

## DESCRIPTION OF CONTENTS

### 1. Emotional intelligence: concepts and theoretical models

What is emotional intelligence?

Main theoretical models of emotional intelligence

How are emotionally intelligent people?

### 2. Assessment of Emotional Intelligence

How to evaluate emotional intelligence?:

- Self-report measures
- Interviews
- Measures of ability
- Measures of external observation

### 3. Effects of emotional intelligence

Effects of emotional intelligence on:

- The psychological and physical wellbeing
- The quality of interpersonal relationships
- Job stress and burnout
- Stress coping strategies
- job satisfaction
- Job performance

Assertiveness and self-esteem



## 4. The development of emotional competencies

Assertiveness and self-esteem  
 Effective interpersonal communication  
 Coping with interpersonal conflict  
 Self-control: managing stress and emotions  
 Self-motivation

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	6,00
Theory	18,00
Classroom practices	6,00
<b>Total hours</b>	<b>30,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	9,00
Independent study and work	7,00
Preparation of lessons	0,00
Preparation for assessment activities	29,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>45,00</b>

### TEACHING METHODOLOGY

The teaching-learning methodology will be framed in the cognitive-constructivist theory of learning that emphasizes active student role essentially. The student will be the protagonist of their education and he or she will seek to develop meaningful learning based on prior knowledge. The professor will act as mediator and facilitator of learning using motivational techniques.

Specifically, the following types of activities will be carried out:

- Lectures. The method used will be the participatory lecture to present the contents of the subject. Participatory intervention of the studentes will be enhanced.
- Readings by the students (reports, articles, etc.).
- Discussion and exercises, both individually and in group, about issues relevant to assess and improve emotional competences.



- Oral presentations of students and submission of written reports.
- Tutoring sessions for adequate monitoring of the training activities.

## EVALUATION

The grading scale is from 0 to 10. 5 is the minimum grade to pass the course. For the evaluation of the subject, two aspects are taken into account:

1. Observation and recording of students' attitudes in the development of tasks and activities. Participation and involvement in the activities of the workshop, including the quality of the oral presentations (10% of the final grade). Due to its nature of continuous evaluation, this part is not evaluable on second call.
2. Evaluation of individual and/or group work by students (90% of the final grade). The materials, instructions and specific criteria for each task will be explained by the teacher.

For the final evaluation it is essential to present all the works and pass with more than a five (on a scale of 10 points) all the works carried out.

The procedure to be followed to obtain the highest grade (honors) and if there are people tied, will consist of an optional assignment proposed by the teacher.

The detection of plagiarism in one or more of the work to be carried by the student in the subject will mean an automatic fail in the workshop.

The evaluation of the subject and the challenge of the grade obtained depend on the information available in the Regulation of Evaluation and Qualification of the University of València for bachelor's and Master's degrees (ACGUV108/2017 de 30 de Maig de 2017). [http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

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## REFERENCES

- Mestre, J. M. y Fernández-Berrocal, P. (2007). Manual de Inteligencia Emocional. Madrid: Pirámide.
- Alles, M.A. (2005). Diccionario de preguntas. Gestión por competencias. Buenos Aires: Ediciones Granica.
- Roca, E. (2003). Cómo mejorar tus habilidades sociales. Programa de asertividad, autoestima e



inteligencia emocional. Valencia: ACDE Ediciones.