INTRODUCTION

EADA master students had the opportunity to take several courses in people management. Whereas these courses provide you with the fundamental theoretical insights and criteria to understand the organizational behavior of managers, the course NeuroLeadership explores the new frontiers of science and its implications for you as a manager. New findings about the physiology of the human brain are reshaping traditional views of organizational structure and behavior. This course introduces you to the disciplines of cognitive neuroscience, psycho-neuro-endocrinology, positive psychology and occupational health psychology. As managers we are primarily knowledge workers. Understanding how our mind and our brain work is fundamental for our performance and health.

AIMS

The objectives of the course are to improve your self-knowledge, obtain a more subtle insight into human behavior, and learn about neuroscience-based principles that can improve your managerial efficacy. Upon completing the course you will be able to:

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- Take better care of your body and mind
- Apply positive thinking to create changes in your own life and that of others
- Improve your memory, creativity, and decision-making skills
- Improve your capacity to recuperate physically and mentally
- Deal better with interruptions
- Inspire others and develop situational leadership skills
- Acquire coaching skills that are more effective
- Develop more understanding relationships with your partner or spouse
- Reach beyond your immediate environment and influence thinking in your family and organization
- Develop a personal development plan for the years after graduation

METHODOLOGY

This course is an interactive course, i.e. a course that develops over time in close interaction between the professor and students. The course practices what it preaches - learning through practice. The role of the professor is to provide the content and structure of the course, the students draw on their own self-improvement goals and experiences to provide cases and stories. In addition to theoretical inputs, the course is characterized by being very practical. Through the use of self-diagnosis and reflection exercises, simulations, role-plays, peer-coaching and professional coaching, the emphasis is on practice.
EVALUATION

Class evaluation is a function of three elements:

- Learning, as documented in a learning log (50%). During the classes you will be asked to do several short exercises, reflect, have conversations, and draw conclusions in terms of what you have learned. By simply keeping track of your learning you earn 50% of the course credit.
- Class participation (25%)
- Short essay (25%): Each student has to write a short (3 pages maximum) essay on a neuro-leadership topic, defining the topic, reviewing basic research, connecting with personal experience, giving practical advice.

BIBLIOGRAPHY

- Braido, N., NeuroLiderazgo: hacia el desarrollo de capacidad atencional y liderazgo exitoso (Nestor Braido)
- Páez, C., NeuroLiderazgo


