



FH Salzburg  
Betriebswirtschaft

## Syllabus

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|---|--|
| <b>Course Title</b>                                       | Neuro Leadership   |
| <b>Instructor Name &amp; Contact Information</b>          | NN   |
| <b>Study Program / Course ID</b>                          | Innovation & Management in Tourism   |
| <b>Semester, Study Year</b>                               | Winter semester 2025/26 / Semester 5 / 2025  |
| <b>ECTS / SWS (Semester Credit Hours) / Contact Units</b> | ECTS 3 / SWS 2 / Contact Units 28  |
| <b>Course Type</b>  | Integrated Lecture   |
| <b>Prerequisites</b>                                      | None   |
| <b>Language of Instruction</b>                            | English  |
| <b>Moodle course ID (SPA)</b>                             |  |
| <b>Course recognition contact</b>                         | Head of Academic Area People & Organization Development: Prof. Dr. Herbert Gölzner   |
| <b>Attendance criterion</b>                               | Attendance is both expected and considered to be necessary for adequate completion of the course.<br>Attendance criterion: 75% of overall class time |

| Grading scale  |                | Assessment modes & weighting              |
|--|----------------|---|
| <b>Note</b>  | <b>Prozent</b> | In-class participation, Assignments, Exam |
| 1 – Sehr gut   | 93 – 100%      |   |
| 2 – Gut  | 80 – 92 %      |   |
| 3 – Befriedigend   | 65 – 79 %      |   |
| 4 - Genügend   | 50 – 64 %      |   |
| 5 – Nicht genügend   | 0 – 49 %       |   |
| Second and third exam dates are scheduled during semester assessment weeks.  |                |   |
| <b>Course description:</b>   |                |   |
| <p>This course imparts knowledge about traditional as well as innovative and future-oriented management approaches for companies in tourism. Contents of the course are:</p> <ul style="list-style-type: none"> <li>• traditional management approaches and models,</li> <li>• innovative leadership approaches that are particularly relevant for companies in tourism, such as <ul style="list-style-type: none"> <li>* Neuro Leadership: how insights from neuroscience can enhance leadership effectiveness,</li> <li>* Servant Leadership: focus on employees,</li> <li>* Emotionally Intelligent Leadership: the importance of empathy, self-regulation and social competence for managers and,</li> <li>* other innovative leadership approaches relevant to the tourism industry.</li> </ul> </li> </ul>   |                |   |
| <b>Learning outcomes:</b>  |                |   |
| <p>Students acquire knowledge of traditional as well as innovative and future-oriented management approaches in tourism. They understand the importance of different management models and can critically reflect on their application in practice.</p> <p>After successfully completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• describe central traditional leadership approaches and models and assess their relevance for companies in tourism,</li> <li>• apply insights from neuroscience to enhance leadership effectiveness,</li> <li>• analyze innovative leadership approaches, in particular servant leadership and emotionally intelligent leadership, and explain their significance for the tourism industry,</li> <li>• evaluate the role of empathy, self-regulation and social competence for managers in tourism,</li> <li>• identify other relevant innovative leadership approaches and discuss their potential for the future of tourism,</li> <li>• make well-founded decisions regarding the application of suitable leadership approaches in different business contexts in tourism.</li> </ul> |                |   |

**AI policy:**

The "Guidelines for the use of artificial intelligence in teaching and studies" of the FH Salzburg apply (<https://myfhs.fh-salz-burg.ac.at/pages/viewpage.action?spaceKey=REK&title=Einsatz+of+AI+in+teaching+and+studies+%7C+AI+in+teaching+and+studies>) (You have to be in the MyFHS-System)

During the course, special attention is to be paid to argumentation-based discussions and independent reflection. To support this, generative AI systems, such as ChatGPT, can be used for assignments. This refers to support, not to the discussion and reflection itself. If used, there is an obligation to declare, i.e. it must be recognizable to third parties which parts of the work were generated by an AI and to what extent. If AI systems are used without such labeling, this is considered an attempt to deceive.

Example of the use of ChatGPT in an assignment:

**Declaration on the use of AI:**

OpenAI. (2025). ChatGPT 3.5. <https://chatgpt.com/>

Prompt: "Improve spelling and grammar only. Keep all words the same and do not change the word choice or content. Also pay attention to grammar, comma placement and not content accuracy."

**Recommended literature and course materials:**

Will be defined later.