



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Leadership theory and practice	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc. Prof. Rasa Paulienė Other(s): PhD Candidates: Odeta Raudonė and Ieva Girdvainienė	Faculty of Economics and Business Administration Management Department

Study cycle	Type of the course unit (module)
Ist (Bachelor)	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to face	6 th (spring) semester	English

Requirements for students	
Prerequisites: Management	Additional requirements (if any): -

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	48	82

Purpose of the course unit (module): programme competences to be developed		
Aim of the subject – to understand leadership paradigms and the specifics of identifying, assessing and developing leaders, to acknowledge the importance of theory for practical leadership.		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
General competences: -To understand the phenomenon of leadership, which has many dimensions and is studied in many contexts, to be familiar with the development, transformation and expression of leadership theories; - Be able to plan and organize individual and group work and evaluate the effectiveness of group work; - Be able to demonstrate critical and systemic thinking skills when making leadership decisions; - Be able to work in a group and individually. Professional competences: -Know the main theories of leadership, acquire knowledge of basic and applied scientific research and, on this basis, be able to predict the impact of decisions taken on the organization and its environment; - Be able to systematize, analyze and critically evaluate scientific research in the field of leadership, describe the qualities of a leader and explain his or her behavior;	Lectures, case modelling, role-playing, group case analysis and discussions, thematic discussions, heuristic conversations, independent literature study, project presentation	Students' knowledge and competences are assessed during lectures, seminars' presentations and final exam by applying accumulative grading.

11. Leadership development (Leadership assessment and training).	2		2					4	8	
12. Gender perspective in leadership: politics.	2							2		
13. Gender perspective in leadership: economic sectors.	2		2					4	8	
Total	32		16					48	82	

*The sequence of topics is prepared at the beginning of each semester, taking into account the calendar work schedule of the teachers.

Assessment strategy	Weight, %	Deadline	Assessment criteria
Group work (GW) – seminar presentation	30%	At seminars during the course	Ability to analyze, evaluate the situation and propose solutions, presentation abilities (detailed explanation - in the final cumulative grade composition section below).
Final Exam (6 open-ended questions in writing)	70%	Exam session	The course is finished with examination in writing (at real class). Student's knowledge and general performance are evaluated using grading scale from 1 (very poor) to 10 (excellent). - Each answer to a question (Q) is evaluated from 0 to 10 points, where 0 – not answered; 10 – excellent. Grade of the Final Exam is calculated according to arithmetic average formula: $(1Q + 2Q + 3Q + 4Q + Q5 + Q6) : 6$. - Final Exam is accepted if the student's mark is 4.5 points or more. - Assessment criteria: correctness of information, depth and reasoning of answers.
The composition of final accumulative grade (Final evaluation)	100%		Final evaluation = $0.3 \times (GW) + 0.7 (Final Exam)$ - Only the mark of 4,5 and bigger is accepted for the final accumulative grade. - Only the mark of 4,5 and bigger is accepted for each part of the formula. - It is a must to fulfill 2 parts of the accumulative grade formula for the final grade accumulation. In the introductory lecture the teacher presents sequence of group work (GW) preparation: - Students are divided into groups of 2-5 students (number of the students in one group depends on the total number of students in the group and the number of seminars during the semester). - During seminars students are making presentations according to the list of topics presented by the teacher in the Introductory lecture). - Students prepare at home and make presentations live - during seminars, according to a pre-allocated calendar schedule prepared by teacher. - The presentation includes 2 parts: a presentation to listeners at class and a discussion organization/moderation. - The seminar presentation and discussion at the end of each seminar is evaluated by the students themselves - the anonymous grading is organized and the result is calculated by the teacher. Guidelines for the seminar presentation: Presentation duration ~ 40 minutes: - Present, explain the biography, activities, and leadership style

			of leader X. Presentation plan is prepared by students. • Provide practical examples, case studies, situations. • Real examples can be provided (with reference to the source), role-playing simulations can be created. Discussion ~ 30 minutes: • The discussion is moderated by the students who prepared the presentation. • The form of the discussion is decided by the students themselves: they can raise problematic questions, organize heuristic conversations, and create simulations. It is useful to use an app like Kahoot, Slido, Quizizz or so for students' engagement. GW-Presentation evaluation criteria: • Collection and structuring of information. • Preparation of presentation plan, preparation of ppt slides. • Audience involvement and engagement. • Organizing and moderating the discussion. • Creativity in preparing questions and assignments for discussion. • Time management: ~ 40 min for presentation, ~ 30 min for discussion. Note: If more than 2 seminars are missed, the final grade is not available - the student loses the opportunity to get the final grade. Additional information for a student taking an external exam: the external exam grade consists of 10 answers to open-ended questions in writing in the classroom.
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Northouse Peter G.	2021	Leadership: theory and practice	9 th edition	Download: pdf online: https://www.yumpu.com/en/document/view/65960151/pdf-full-download-leadership-theory-and-practice
S. Alexander Haslam, Stephen Reicher, Michael J. Platow	2020	The New Psychology of Leadership: Identity, Influence and Power	2 nd edition	Available in ProQuest database (access via VU - Ekonomikos ir verslo administravimo fakultetas (vu.lt) – Academic complete (ProQuest database)
	2012	The Psychology Book: Big ideas simply explained		Download: pdf online: https://shortcutstv.com/text/psychology_explained.pdf
	2014	The Business Book. Big Ideas Simply Explained.		Dorling Kindersley Limited: Download: http://103.44.149.34/elib/assets/buku/The_business_book.pdf
Optional reading				
Kotter J. P. et al.	2021	Change: How Organizations Achieve Hard-to-Imagine Results in Uncertain and Volatile Times		Audiobook