**COURSE UNIT (MODULE) DESCRIPTION**

| Course unit (module) title | Code |
|---|---|
| Leadership theory and practice | |

| Academic staff | Core academic unit(s) |
|---|---|
| **Coordinating:** Junior assistant Odeta Raudonė<br>**Other: -** | Economics and Business Administration Faculty |

| Study cycle | Type of the course unit |
|---|---|
| First | Elective |

| Mode of delivery | Semester or period when it is delivered | Language of instruction |
|---|---|---|
| Face-to-Face | Spring semester | English |

| Requisites | |
|---|---|
| **Prerequisites:** none | **Co-requisites (if relevant):** none |

| Number of ECTS credits allocated | Student's workload (total) | Contact hours | Individual work |
|---|---|---|---|
| 5 | 130 | 48 | 82 |

| Purpose of the course unit |
|---|

The course introduces students to fundamental principles and both classical and contemporary leadership theories, along with their practical applications. It supports the development of critical thinking and responsible leadership, with attention to global, cultural, and ethical challenges. Throughout the course, students will engage in short applied exercises and case-based tasks that translate theoretical principles into practical leadership, which is essential for modern organizational environments.

1. **General competences of the study program:**
   1.1. To be able to creatively solve management and business problems by applying acquired knowledge.
   1.2. To be able to communicate in interpersonal and intercultural contexts.
   1.3. To be able to analyze information and make well-grounded conclusions.
   1.4. To be able to learn and develop socially responsible values.


2. **Subject-specific competences of the study program:**
   2.1. To be able to systematically assess an organization and its environment.
   2.2. To be able to design and implement management and business projects.
   2.3. To be able to plan, organize, and manage practical activities.

| Study program learning outcomes | Course (module) learning outcomes | Teaching and learning methods | Assessment methods |
|---|---|---|---|
| 1.1 | Students will be able to distinguish, describe, evaluate, and present in writing and orally | Lectures, source analysis, seminars, discussions during lectures. | Mid-term and final assessment tasks, preparing and presenting a group presentation. |

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|---|---|---|---|
| | the main leadership theories as well as critically apply them to organizational context. | | |
| 1.2 | Students will be able to effectively communicate and critically discuss contemporary leadership issues across different contexts. | Seminars, discussions, independent analysis of sources, and teamwork in groups. | Preparation and presentation of a group and individual projects. |
| 1.3 | Students will be able to analyze information critically and draw well-grounded, evidence-based conclusions to leadership problematics. | Analysis of scientific research, seminars, preparation of group presentation, lectures, seminars, discussions. | Mid-term and final assessment tasks, preparing and presenting a group presentation. |
| 1.4 | Students will be able to integrate socially responsible values into their ongoing leadership development. | Lectures, seminars, discussions, mini-case evaluations, short applied activities. | Mid-term and final assessment tasks, preparing and presenting a group presentation and individual project. |
| 2.1 | Students will be able to systematically assess organizational identity, culture, and leadership dynamics in relation to the wider environment. | Analysis of scientific research, Lectures, seminars, discussions, mini-case evaluations, short applied activities. | Mid-term and final assessment tasks, preparing and presenting a group presentation and individual project. |
| 2.2 | Students will be able to design and implement leadership initiatives and interventions that improve team cohesiveness, effectiveness and well-being. | Analysis of scientific research, lectures, seminars, discussions, mini-case evaluations, short applied activities. | Mid-term and final assessment tasks, preparing and presenting a group presentation and individual project. |
| 2.3 | Students will be able to plan, organize, and coordinate everyday leadership practices that enhance team productivity, engagement and the attainment of shared goals. | Analysis of scientific research, lectures, seminars, discussions, mini-case evaluations, short applied activities. | Mid-term and final assessment tasks, preparing and presenting a group presentation and individual project. |

| Content | Contact hours | | | | | | Individual work: time and assignments | |
|---|---|---|---|---|---|---|---|---|
| | Lectures | Tutorials | Seminars | Workshops | Laboratory work | Internship | Contact hours, total | Individual work | Assignments |
| 1. Course Introduction: course objectives, structure, presentation of assessments and evaluation, guidelines for group and individual work | 2 | | 2 | | | | **4** | | |

| No. | Topic | | | | | | | | | Self-study |
|---|---|---|---|---|---|---|---|---|---|---|
| 2. | Introduction to leadership: *"Zombie Leadership" phenomena* - persistent outdated leadership myths and their impact on leadership practice today | 2 | | | | | | | **2** | 6 | Listening *Zombie Leadership: How to Kill the Hollywood Narrative* – Alex Haslam's interview with an ABC journalist about the recent conceptual scientific article "Zombie Leadership" in *Leadership Quarterly* (2024); preparation for tests, source analysis, preparation of group presentation, infographic poster preparation. |
| 3. | Classical Management Foundations: How Early Organizational Ideas Shaped Leadership | 2 | | 2 | | | | | **4** | 6 | Reading of scientific literature (Robbins et al., 2025, *Management* Ch.1, Ch.2), listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation, infographic poster preparation. |
| 4. | The Old Psychology of Leadership: Trait-Based, Heroic, and Leader-Centric Perspectives on Influence | 2 | | | | | | | **2** | 6 | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.1), listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 5. | The Current Psychology of Leadership: Leadership Context, Contingency, Transactional and Transformational leadership | 2 | | 2 | | | | | **4** | 6 | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.2), listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 6. | Foundations of New Psychology of Leadership: Social Identity and Self-Categorization theories, The Importance of the Group | 2 | | | | | | | **2** | 6 | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.3), listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 7. | *"Being one of us"*: Leaders as in-group prototypes, Prototypicality and its Ties Effectiveness and Creativity. | 2 | | 2 | | | | | **4** | 6 | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.4), listening to additional audio sources, |

| No. Topic | | | | | | | | | Self-study activities |
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| | 2 | | | | | | **2** | **6** | preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 8. "*Doing it for us*": Leaders as In-Group Champions: The Importance of Fairness, Group Interest and Engaged Followers. | 2 | | | | | | **2** | **6** | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.5, listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 9. "*Crafting sense of us*": Leaders as Entrepreneurs of Identity: Leaders Role in Shaping and Defining Shared Identity, Mobilizing Group Members and Establishing Group Boundaries. | 2 | | 2 | | | | **4** | **6** | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.6, listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 10. "*Making us matter*": Leaders as Embedders of Identity: How Shared Identity is Embedded in Group Life with Activities, Events, Rituals and Artefacts. | 2 | | | | | | **2** | **6** | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.7, listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 11. Power, Politics, and Ethics in Identity Leadership: Legitimacy, Tyranny, and Moral Boundaries | 2 | | 2 | | | | **4** | **6** | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.8, listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 12. Leadership in Change and Resistance: Identity Continuity, Adaptation, and Collective Resilience | 2 | | | | | | **2** | **6** | Reading of scientific literature (Mühlemann et al., 2018, Social Identity Model of Organizational Change) listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 13. Leadership, Well-Being, and the Social Cure: Identity-Based Resources for Health and Engagement | 2 | | 2 | | | | **4** | **6** | Reading of scientific literature (Haslam et al., 2018, *The New Psychology of Health*, |

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| | | | | | | | | Chapter 2.) listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation and infographic poster. |
| 14. Identity Leadership Development: Introduction to the 5R Framework and its practical applications | 4 | 2 | | | | **6** | **10** | Reading of scientific literature (Haslam et al., 2020, *New Psychology of Leadership* Ch.9, listening to additional audio sources, preparation for tests, source analysis, preparation of group presentation. |
| 15. Course Summary. | 2 | | | | | **2** | | - |
| **Total** | **32** | **16** | | | | **48** | **82** | |

| Assessment strategy | Weight % | Deadline | Assessment criteria |
|---|---|---|---|
| 1. Mid-Term Assessment (Part 1 of the Final Grade) | 25% | During the Semester | Evaluation:<br><br>The assessment consists of:<br>• 20 multiple-choice questions<br>   o Each correct answer is worth 0.3 points.<br>• 2 open-ended questions<br>   o Each question is worth up to 2 points.<br><br>The maximum total score for Mid-Term assessment is 10 points. |
| 2. Group Presentation (Part 2 of Final Grade) | 30% | In each seminar, one or more pre-assigned groups present a presentation on the assigned topic. | Evaluation is equally divided among the following criteria:<br>- Identification of the organizational problem<br>- Application of theoretical perspective<br>- Proposed solution and recommendation variations<br>- Overall quality of the presentation<br><br>Maximum score – 10 points.<br><br>Failure to participate or not delivering the presentation will result in a score of 0 points. |
| 3. Infographic - Poster (Part 3 of Final Grade) | 20% | During the Semester: before the deadline to submit to VMA in PDF format. | Evaluation is equally divided among the following criteria:<br>- Presentation of the concept<br>- Argumentation<br>- Theoretical perspective<br>- Use of research findings for support<br><br>Maximum score – 10 points.<br><br>Failure to submit will result in a score of 0 points. |
| 4. Final assessment (Part 4 of the Final Grade) | 25% | During the last lecture | Evaluation:<br><br>The assessment consists of:<br>• 20 multiple-choice questions<br>   o Each correct answer is worth 0.3 points. |

| | | | • 2 open-ended questions |
|---|---|---|---|
| | | | o Each question is worth up to 2 points.<br><br>The maximum total score for Mid Term assessment is 10 points. |
| Final Grade | Evaluated according to the specified formula | Calculated at the end of the semester. | The final grade (not for external students) is calculated using the following formula:<br><br>**(Mid Term score x 0,25) + (group presentation grade x 0,3) + (infographic poster grade x 0,2) + (Final assessment score x 0,25)**<br><br>Requirements for the final grade:<br>- All four grade parts must be completed for the final grade to be calculated – if one part is missing, the final grade will not be issued.<br>- The final evaluation is considered a pass if the grade is 4.5 or higher.<br>- Each individual component must receive a positive evaluation, i.e., 4.5 or higher.<br>- The presentation must be delivered live in class during the seminar on the assigned date.<br>- The visual informational poster (infographic) must be uploaded to VMA before the deadline.<br>*The procedure for delivering the presentation is explained in detail by the lecturer during the introductory lecture and in the provided course information.<br>**The requirements and submission process for the visual informational poster are presented in detail by the lecturer during the introductory lecture and in the provided course information. |
| External Exam | 100% | Until the end of the semester. | The external exam consists of two parts:<br>1. 20-question multiple-choice test "closed book" principle: each correct answer is worth 0.5 points, with a maximum total of 10 points. Weight in the final external exam grade – 40%<br><br>2. In-class written essay (~350–500 words) without any supporting materials. The essay topic relates to a leadership issue. Based on selected theoretical approach and research, the provided situation must be analyzed and possible solutions proposed.<br>Weight in the final external exam grade – 60%<br>Essay evaluation criteria (equally weighted):<br>- Presentation of the concept<br>- Argumentation<br>- Theoretical perspective<br>- Justification of proposed solutions<br><br>Final external exam grade is calculated using the following formula:<br><br>**(Multiple-choice test score × 0.4) + (Essay score × 0.6)** |

| Author (-s) | Publishing year | Title | Issue of a periodical or volume of a publication | Publishing house or web link |
|---|---|---|---|---|
| **Required reading** | | | | |
| Haslam, S. A., Reicher, S. D. & Platow, M. J. | 2020 | The new psychology of leadership: | 2nd Edition | Available in the ProQuest database through VU access – |

| | | Identity, influence and power | | Faculty of Economics and Business Administration (vu.lt) – Academic Complete (ProQuest database). |
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| Haslam, C., Jetten, J., Cruwys, T., Dingle, G. A., Haslam, A. | 2018 | The New Psychology of Health: Unlocking the Social Cure | 1st Edition | |
| Robbins S.P., Coulter M., Long L.K. | 2025 | Management | 16th Edition | Pearson |
| **Note:** Instead of the 16th edition of *Management* by Robbins et al. (2025), any earlier edition of the same book available at the faculty may be used by reading the corresponding (by topics) chapters, or the e-book *Fundamentals of Management* (2013) (uploaded to VMA) and its corresponding (by topic) chapters. | | | | |
| **Recommended reading** | | | | |
| Steffens, N. K., Rink, F., Ryan, M. K. | 2022 | Organisational psychology: Revisiting the classic studies. | 1st Edition | Sage |
| Haslam, S. A. | 2004 | Psychology in organizations: The social identity approach | 2nd Edition | Sage |

**Recommended audio sources**

1. „Better thinking" podcast (Spotify or YouTube) episode #119 (Alex Haslam on The Psychology of Leadership, duration 1 hour, 2 min)  - Better Thinking #119 – Alex Haslam on The Psychology of Leadership (youtube.com)
2. Zombie Leadership: How to kill the Hollywood narrative – Alex Haslam interview with ABC journalist of the newest conceptual article *Zombie Leadership* from the Leadership Quarterly journal (2024). Duration 24 min 59 s.
3. The Psychology of Tyranny: Did Milgram Get it Wrong? Alex Haslam TEDxUQ speech youtube.com  - The Psychology of Tyranny: Did Milgram Get It Wrong? | Alex Haslam | TEDxUQ (youtube.com) Duration 17 min 49 s.
4. Social Identity During Organizational Change – a new study – The Oxford Review podcast (2023 April 1) Spotify, duration 54 min.