COURSE UNIT DESCRIPTION

Course unit title	Course unit code
Leadership	PLYD7124

Lecturer(s)	Department where the course unit is delivered
Coordinator: Partnership Prof. Vytautas Ašeris **Other lecturers: -**	Department of Software Engineering, Institute of Compute Science, Vilnius University

Cycle	Level of course unit	Type of the course unit
Second	-	Mandatory

Mode of delivery	Semester or period when the course unit is delivered	Language of instruction
Face-to-face	4th semester (regular studies) 4th semester (extended studies)	English

Prerequisites and corequisites	
Prerequisites: -	**Corequisites (if any): -**

Number of ECTS credits allocated	Student's workload	Contact hours	Self-study hours
5	135	50	85

Purpose of the course unit: program competences to be developed
The course teaches to understand leadership's role in personal, team and organizational levels. Course forms abilities to act as a leader in formal and informal fashion.

Learning outcomes of the course unit: students will be able to	Teaching and learning methods	Assessment methods

• Understand concept of leadership
• Recognize different leadership styles
• Understand inner-self better and continuously work on personal development
• Formulate the "why" and articulate it in the fullest to create followership
• Present their ideas to create followership
• Understand leader's role in dynamics of team and organization
• Understand the pitfalls of leadership
	• Problem-oriented teaching
	• Cooperative and collaborative learning
	• Active learning
	• Case analysis - independently and in a classroom
	• Discussions and debates
	• Field experts as guest lecturers (optional)
		• Evaluation of the prepared individual work:
		  o Mini speeches
		  o Case studies
		  o Pitch
		• Evaluation of assignments during the lectures
		• Exam

Course content: breakdown of the topics	Lectures	Tutorials	Seminars	Practice	Lab assignment	Practical training	Contact hours	Self-study hours	Assignments
1. **Introduction**. Concept of leadership.	2		2				4	5	Self-study of literature.
2. **Historical and theoretical views of leadership**. Leadership relationship with personal values and Big5 personality traits.	4		2				6	10	Self-study of literature. Preparation and presentation of:

Topic									Notes
EQ role in leadership, it's influence over time. Importance of diversity and inclusion in the modern world, leaders' role in it.									
3. **Leadership in practice**. Expectations to the leader. Setting direction and goals. Formal and informal leadership. Dealing with adversity and uncertainty. Situational and agile leadership.	5		3				**8**	20	
4. **Leadership directions**. Modern leadership styles and their interplay while leading: downwards, sideways, and upwards. Concept of team and it's dynamics. Leaders' role in building trust. 5 dysfunctions. Practical aspects of building a well performing team. Leaders' role in personal development and organizational culture. Stakeholder management.	6		3				**9**	20	• Mini speeches • Case studies • Pitches Assignments during lectures.
5. **Self-leadership**. Concept of self-leadership, it's relationship with creating followership. Importance of self-efficiency to be present. Body language of a leader. Public speaking. Ability to improvise and inspire.	6		3				**9**	20	
6. **Advanced topics**. Dark triad. Toxicity. Ethics of leadership. Dilemmas of leadership. Future of leadership.	4		3				**7**	10	Self-study of literature.
Preparation for exam		7					**7**		
Total	**27**	**7**	**16**				**50**	**85**	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Mini speeches	10	Any seminar during 1 – 12 weeks of the semester.	Two speeches (up to 0.5 point each) about leadership experiences in students' lives. Up to 5 min speech is given in audio-visual format, use of presentation software is optional. It is encouraged to touch upon positive and negative sides of any example.
Case presentation	25		Students work on an individual case study, which is presented in a 15-minute presentation in a seminar, which includes introduction to facts, summary of how the analyzed case was portrayed and perceived, and what conclusions can be made, especially through leadership dimension.
Pitch	10		Students work on "vision pitch", which is presented in an up to 5-minute speech. The speech must be convincing, believable, and aiming to create followership.
Assignments during the lectures	20	Any lecture during 1 – 12 weeks of the semester.	During the lecture students might: • get asked random questions in an interactive way, which are not mandatory. Each answer can be rated from 1% to 2% of weight • Make an extra presentation, speech, debate, etc. • Be rewarded for active participations in discussions in seminars and in lectures. The total cannot exceed more than 20% in total.
Exam: self-reflection	35	13th week of the semester	Students must prepare a document in a written narrative format, which is presented and defended during exam session. It can be prepared in iterative fashion during full semester. The document cannot exceed 6 pages of a standard text, yet contain (but not exclusive) these parts: • Formal self-analysis (e.g., tests such as EQ, Strength Finder, Big5, Dark Triad or other). • Self-reflection on the results. • Feedback collection from colleagues or classmates to validate it. • Overall summary and self-development plan for next 6-24 months. The final version of the document must be submitted 7 calendar days before the exam date. Each student is evaluated separately, according to the student's responses during the review of the assignment, which lasts up to 15 minutes each. To get a perfect evaluation, both parts (document and verbal answers) must be excellent.

Author	Year	Title	Publisher or

			URL
Required reading			
Kim Malone Scott	2017	Radical Candor: Be a Kickass Boss Without Losing Your Humanity	St. Martin's Press
Patrick Lencioni	2002	The Five Dysfunctions of a Team: A Leadership Fable	Jossey-Bass
Simon Sinek	2009	Start with Why: How Great Leaders Inspire Everyone to Take Action	Portfolio
Daniel Goleman	2002	Primal Leadership: Realizing the Power of Emotional Intelligence	Harvard Business Review Press
Dale Carnegie	1998	How to Win Friends and Influence People	Gallery Books
Stephen R. Covey	2004	The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change	Free Press
Recommended reading			
Frank J.Barrett	2012	Yes to the Mess: Surprising Leadership Lessons from Jazz	Harvard Business Review Press
Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler	2002	Crucial Conversations: Tools for Talking When Stakes Are High	McGraw-Hill Education
Simon Sinek	2014	Leaders Eat Last	Portfolio
John C. Maxwell	2005	Developing the Leader Within You	Thomas Nelson