

Course Unit	-	Field of study	-
	-	School	School of Technology and Management
Academic Year	2019/2020	Year of study	1
Type	Semestral	Semester	1
Workload (hours)	81	Contact hours	T - TP - PL - TC - S - E - OT - O 15
		Level	ECTS credits 3.0
		Code	5058-700-1101-00-19

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Ana Maria Nunes Português Galvão

#### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Identify situational leadership styles
2. Develop communication skills
3. Get to know the process of team coaching
4. Develop research skills in the field of organisational context

#### Prerequisites

Not applicable

#### Course contents

Theories about leadership. Traits theory. Behaviour theory. Benefits of situational leadership. Relation between leadership and communication. Organisational culture and behaviour.

#### Course contents (extended version)

1. Theorems about leadership. Traits theory. Behaviour theory
  - Basic leadership styles
  - Situational or transformational leadership (Paul Hersey and Ken Blanchard)
2. Characteristics of the four situational leadership styles
  - Role of the leader component
  - Relationship of the leader component
  - Staff maturity levels
3. Benefits of situational leadership
4. Most values skills of a leader
5. Relation between leadership and communication
6. Communication skills to lead successful teams
7. Communication tools to lead teams as a master
8. Communication as a tool to help overcome the difficulties of leading
9. Characteristics of the four phases of team development
10. Challenges to lead teams in modern times
11. Golden Circle tool
12. The Design Thinking process
13. Team coaching. Advantages.
14. Organisational Culture and Organisational Behaviour - relations of mutual causality
15. Emotional Competence map for work
16. Work satisfaction. Burnout

#### Recommended reading

1. Cunha, M. P., Rego, A., Cunha, R. C., & Cardoso, C. C. (2014). Manual de comportamento organizacional e gestão. Lisboa: Editora RH.
2. Goffee, R., & Jones, G. (2005). Managing Authenticity - the paradox of great leadership. Harvard Business Review, 86-94. <https://doi.org/10.1179/1476743014Z.00000000031>
3. Hollway, W. (1991). Work psychology and organizational behaviour: Managing the individual at work. Thousand Oakes, California, USA: Sage Publications.
4. Künzle, B., Kolbe, M., & Grote, G. (2010). Ensuring patient safety through effective leadership behaviour: A literature review. Safety Science, 48(1), 1-17. <https://doi.org/10.1016/j.ssci.2009.06.004>
5. von Krogh, G., Nonaka, I., & Rechsteiner, L. (2012). Leadership in organizational knowledge creation: A review and framework. Journal of Management Studies, 49(1), 240-277.

#### Teaching and learning methods

Theoretical development of the course outline. Reflexive analysis of scientific articles. Workshops of the themes under study. Reflections about practical cases.

#### Assessment methods

1. Presence - minimum 75% - (Regular, Student Worker) (Final)
2. Continuous evaluation - (Regular, Student Worker) (Final, Supplementary, Special)
  - Practical Work - 30% (Group work)
  - Presentations - 30% (Both from the group as individual works)
  - Case Studies - 40% (Case study to develop, individually, along the course)

#### Language of instruction

Portuguese

## Electronic validation

Ana Maria Nunes Português Galvão	António Borges Fernandes	Paula Odete Fernandes	Paulo Alexandre Vara Alves
19-11-2019	20-11-2019	25-11-2019	13-12-2019