

SYLLABUS

1. Information about the program

1.1 University	West University of Timisoara
1.2 Faculty	Faculty of Sociology and Psychology
1.3 Department	Psychology
1.4 Area of study	Psychology
1.5 Level of study	Master
1.6 Program of study/Qualification	Organizational and Occupational Health Psychology

2. Information about the discipline

2.1 Discipline title		Leadership and strategic thinking in organizational development					
2.2 Course coordinator		Associate professor, Coralia Sulea, Ph.D.					
2.3 Seminar coordinator							
2.4 Year of study	2	2.5 Semester	1	2.6 Type of evaluation	E	2.7 Type of discipline	C

3. Total estimated time (hours per semester for teaching activities)

3.1 Numbers of hours per week	4	of which: ...course	2	3.3 seminar/laboratory	2
3.4 Total of hours from the study plan	56	of which: ...course	28	3.6 seminar/laboratory	28
Distribution of time:					hours
Study of handbook, course support, references and notes					40
Additional study in library, specialized electronic platforms, on the field					30
Preparation of seminars/laboratories, topics, essays, portfolios					20
Tutoring activity					7
Examination					8
Other activities...practical applications.....					20
3.7 Total hours of individual study				119	
3.8 Total hours per semester				175	
3.9 Number of credits				7	

4. Preconditions (where applicable)

4.1 related to the de curriculum	• not applicable
4.2 related to competencies	• not applicable

5. Conditions (where applicable)

5.1 related to course development	• not applicable
5.2 related to seminar/laboratory development	• not applicable

6. Specific built up competences

Professional competences	<p>Competencies in need analysis Description of relevant concepts, models, theories and norms for leadership and organizational development Use of specialty knowledge for interpretation of specific organizational situations, problems, opportunities</p> <p>Competences in intervention Understanding of theoretical underpinnings of organizational and leadership phenomena Understanding arguments for the specific manner of implementing organizational intervention focused on leadership</p> <p>Competences in communication results Description of relevant theoretical frame for communicating professional information. Providing theoretical and contextual arguments for employing certain communication methods for professional information.</p>
Transversal competences	<p>Personal development (autonomy, self-efficacy, problem-solving) Understanding and development of ethics at work</p>

7. Objectives of discipline (emerged out of the specific built up competences grid)

7.1 General objective of the discipline	To gain knowledge about leadership modern theories and models. To understand the principles and methods of leadership development
7.2 Specific objectives	To understand evidence-based information on leadership development To understand the processes and responsibilities related to leadership and organizational development

8. Content

8.1 Curs	Teaching methods	Remarks
1. Introduction	Lecture, discussion	Armstrong, M. (2009). The process and management and leadership. In M. Armstrong. <i>Armstrong's handbook of management and leadership. A guide to managing for results (2nd edition)</i> (pp. 3-10) London: Kogan Page
2-6. Leadership theories and models		
Traits approach, Skills approach, Style and behaviors approach, Situational approach, Leadership as a process: LMX and transformational leadership, Authentic leadership and ethical leadership	Lecture, discussion	<p>Brown, Michael E., Mitchell, Marie S. (2010). Ethical and Unethical Leadership: Exploring New Avenues for Future Research. <i>Business Ethics Quarterly</i>, 20, 583-616.</p> <p>DuBrin, A.J. (2013). <i>Principles of leadership</i>. Canada: South Western, Cengage Learning.</p> <p>Kramer (eds.) <i>The psychology of leadership. New perspectives and research</i> (pp. 81-96). London: Lawrence Erlbaum Associates.</p> <p>Northouse, P.G. (2013). <i>Leadership. Theory and Practice</i> (6th edition). Los Angeles: Sage.</p> <p>Talwar, R. (Ed.). (2015). <i>The future of business</i>. UK: Fast Future Publishing.</p>

		Wang, G., Oh, I.-S., Courtwright, S. H. & Colbert, A. E. (2011). Transformational leadership and performance across criteria levels: A meta-analytic review of 25 years of research. <i>Group & Organization management</i> , 36, 223-270.
7-14. Leader competencies & best practices in leadership		
8-14 Leadership competencies: leading the organization, leading the self and leading others	Lecture, discussion	<p>DuBrin, A.J. (2013). <i>Principles of leadership</i>. Canada: South Western, Cengage Learning</p> <p>Hurd, J.L. (2009). Development coaching: helping scientific and technical professionals make the leap into leadership. <i>Global business and organizational excellence</i>, July/August, 39-51.</p> <p>Kelloway, E.K., Barling, J. (2010). Leadership development as an intervention in occupational health psychology. <i>Work & Stress</i>, 24, 260-279.</p> <p>Olson-Buchanan, J.B., & Boswell, W.R. (2009). <i>Mistreatment in the workplace. Prevention and resolution for managers and organizations</i>. Chichester: Wiley-Blackwell.</p> <p>Skakon, J., Nielsen, K., Borg, V., & Guzman, J. (2010). Are leaders' well-being behaviours and style associated with the affective well-being of their employees? A systematic review of three decades of research. <i>Work & Stress</i>, 25, 107-139.</p> <p>Tepper, B.J., Moss, S.E., Lockhart, D.E., Carr, J.C. (2007). Abusive supervision, upward maintenance communication, and subordinates' psychological distress. <i>Academy of Management Journal</i>, 50, 1169-1180.</p> <p>Whetten, D., & Cameron, K.S. (2011). <i>Developing management skills</i>. Boston: Prentice Hall</p>
<p>Key references</p> <p>DuBrin, A.J. (2013). <i>Principles of leadership</i>. Canada: South Western, Cengage Learning</p> <p>Northouse, P.G. (2013). <i>Leadership. Theory and Practice</i> (6th edition). Los Angeles: Sage.</p>		

8.2 Seminar	Teaching methods	Remarks
1-7 Exercises and presentations on leadership competencies	Exerciții individuale și de grup & prezentare	De Smet, A., Lurie, M., & StGeorge, A. (2018). Leading agile transformation: The new capabilities leaders need to build 21 st -century organizations. <i>Organization Practice</i> , October. www.mckinsey.com Friedman, R. (2014). <i>The best place to work. The art and science of creating and extraordinary workplace</i> . USA: Perigee. Heslin, P. A. & Keating, L. A. (2017). In learning mode? The role of mindsets in derailing and enabling experiential leadership development. <i>The Leadership Quarterly</i> , 28, 367–384. Lacerenza, C. N., Reyes, D. L., Marlow, S. L., & Joseph, D. L. (2017). Leadership training, design, delivery, and implementation: A meta-analysis. <i>Journal of Applied Psychology</i> , 102 (12), 1686–1718. http://dx.doi.org/10.1037/apl0000241 Willett, A. (2017). <i>Leading the unleadable. How to manage mavericks, cynics, divas, and other difficult people</i> . New York: AMACOM.
Key references Adair, J. E. (2007). <i>Develop your leadership skills</i> . London: Kogan Page		

9. Corroboration of discipline's content with the expectations of the scientific community, professional associations and representative employers within the field of the study program

The topics and methods of this course are based on the needs of the labor market and inputs from HR specialists, managers and practitioners. The course aims at building knowledge in the field of organizational and occupational health psychology and developing research and evidence-based practice skills for diagnosis and intervention in organizations, therefore contributing at developing professional competences required by the College of Psychologists - Division of Work, Organization and Transport Psychology.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Per cent of the final mark
10.4 Course	Acquired knowledge of the course theories and principles.	Presentation: Design a strategy for developing leadership skills (group task, maximum 10 points)	Grade from 1 (extremely poor to 10 (excellent).
	--		70%
10.5 Seminar / laboratory	Acquired knowledge of the evidence-based practice recommendations	Presentation: A recent study on a leadership intervention (individual task, maximum 10 points)	Grade from 1 (extremely poor to 10 (excellent).
	--		30%
10.6 Minimal standards of performance			
Graduate students need to obtain at least 5 points for each evaluation task.			

Date of completion

09.09.2019

Signature of the course coordinator

Assoc. prof. Coralia Sulea, PhD

Signature of the seminar
coordinator

Assoc. prof. Coralia Sulea, PhD

Date of department approval

Signature of the director of the department

Professor Delia Vîrgă, PhD