LITHUANIAN SPORTS UNIVERSITY

STUDY MODULE PROGRAMME (SMP)

		S	213	В	008	Accredited		Γ		Re	newal	date				
Mo	dule Code		h of Science	Progr.	Registr. №.	until	2018	06	01	NC.	ine war	uaic				
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	lership															
	requisites															
	ndary educa	ation														
	in aim															
To n	naster the co	re know	ledge of lead	lership and	d its theoretica	l expression, ur	derstand	d the p	orincip	oles o	f comr	nand				
leade	ership and co	oaching	as well as the	e essence	of ethical lead	ership and be at	ole to ap	ply it	in pra	ctice.						
	vided know	<u> </u>														
						ries of leadersh										
						be able to iden						oup				
						of leader's pers	onal cor	npeter	ncies;	to bri	ing					
	ogether a team and work in it; to organize team activities															
	To understand the principles of ethical leadership and coaching and be able to apply them in practice															
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						ories of leaders										
	•			0		their personal le			-			ın a				
	p and team team tership in pra		They will b	e laught to	apply the me	thods and princ	ipies of	coach	ing an	u etn	ical					
	vel of modul															
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<u>J\≌.</u> 1.	Introductio	n to the			components of	fleadershin			nespt	115101						
2.	Leadership			icept and	components of	readership										
2. 3.	Leadership															
<u> </u>	Team lead		Samzanon													
4 . 5.	Women an		shin													
<i>5</i> .	Ethical lea		Sinh													
7.		1	o and emotio	nal intelli	gence											
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	ching/learni	ing meth	ods:					-								
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Kei	erences					Edition in Lithu	onica				Numb	orcf				
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J1≌.			11110		F		ber of		niversi		cabin					
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Kevin Murray (2014). Communicate to inspire. A

guide for leaders. Kogan Page, London.

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exemplars

No

№.	Title	Sports	n Lithuanian University brary Number of exemplars	In Lithuanian Sports University bookstore	Number of ex. in the methodical cabinet of the depart.
2.	Seval Gundemir, Astrid C. Homan, Carsten K. W. de Dreu, Mark van Vugt (2014). Think Leader, Think White? Capturing and Weakening an Implici Pro-White Leadership Bias Vol.9, Issue 1.	t		No	1
3.	Gazi Islam (2014). Leadership as a Dominant Cultural Myth: A Strain-Based Perspective on Leadership Approaches. Social and Personality Psychology Compass. 8/3 (2014): 91–103, 10.			No	1
4.	D. Scott DeRue and Christopher G. Myers (2013). Leadership Development: A Review and Agenda for Future Research. Psychology, Organizational Psychology.		No	1	
5.	Tomas Misiukonis (2013). Koučingo technikos Vaga, Vilnius.			No	1
6.	Bernhard Moestl (2012). Menas valdyti: 13 valdžio desnių Algarvė, Vilnius.	S		No	1
7.	Michael A. West (2011). Efektyvus komandinis darbas Poligrafija ir informatika, Vilnius.			No	1
8.	Peter G. Northouse (2009). Lyderyste: teorija ir praktika. Poligrafija ir informatika, Vilnius.			No	1
9.	Iacocaa Lee (2009). Kur dingo lyderiai? Vaga, Vilnius.			No	1
10.	Vladimiras Obrazcovas (2008). 155 valdymo ir administravimo išmintys. Spindulys, Kaunas.			No	1
11.	Pat Croce, Bill Lyon (2008). Būk vedlys arba trauktis iš kelio. Dajalita, Raudondvaris.			No	1
12.	Emmanuel Gobillot (2007). The connected leader Kogan Page, London.			No	1
Ad	ditional literature	•	•	•	<u> </u>
№.	Title				
1.	G. Drukteinis (2014). Lyderiai: 50 sėkmės istorijų.	Sofoklis, Vili	nius.		
2.	D. Carnegie (2012). Kaip tapti sėkmingu ir autorite	<u> </u>			
3.	D. Carnegie (2011). Lyderystės menas. Kaip paskat		itus siekti tobu	ılumo. Eugrimas,	Vilnius.
4.	R. Sharma (2010). Lyderis be titulo. Luceo, Vilnius				
5.	R.Whiteley (2007). Korporacijos žynys. Verslo isto				
6.	A. Savanavičienė, V. Šilingienė (2005). Darbas gru	*			
7.	W. Bennis, B.Nanus (1998). Lyderiai: atsakomybės	s strategija Al	garvė, Vilnius	5	
Co	ordinating lecturer				
		e, surname, na			lule №.
		f. Dr. Irena V	alantinė	1	77
Sut	odivision				
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Study module teaching form №. 1

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Plan of in	n-class l	hour	S																									
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_	Languages	лш	su uction.												
	Lithuanian	L	English	Е	Russian	R	French	F	German	G	Other	Oth.			
	Plan of in-class hours														
ſ			Ac	aden	nic hours				A	cade	mic hours				

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Sc	chedule	of indi	vidual w	ork tas	sks and th	neir influence of	n final grade			
		No of a	ullahua	Total	Influen	a an anada 0/	Week of prese	ntment of t	ask (*) and re	porting (o)
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Study module teaching form No. 3

								Structu	ıre			т	otal		
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Plan of in	n-class I	nours													
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								То	tal:	0 0				0	

Schedule of individual work tasks and their influence on final grade

	№. of		Influence on grade,	V	Ve	eł	K C	of j	pro	ese	en	tme		of ta o)	ask	(*)	and	rep	orting
	syllabus	hours	%	12	23	34	15	6	7	8	9	10	11	12	13	14	15	16	17-20
Individual Homework	5	18	15	*	()													
Exam	1-3, 7-8	72	65	*				0											
Group (team) project	4,6	27	20		*	×	0)											
Total:	_	117	100																