



FICHA DE UNIDADE CURRICULAR

2023/2024

Master of Human Resources, Work and Organizations Psychology

Name Teamwork and Leadership
Teaching staff Luís Alberto Curral (Coordinator) Vânia Sofia Carvalho Afonso Carvalho
ECTS 6
Functioning 3 weekly hours
Learning goals <ol style="list-style-type: none">1. Understand the importance of teams in current organizations.2. To comprehend work teams as a complex and adaptive systems.3. Examine different work teams and distinguish the different variables that contribute to their effective functioning.4. Identify the determinant factors in team leadership5. Know the major models of leadership in organizations6. Identify self-leadership strategies and behaviors
Skills to be developed Be able to evaluate team processes. Distinguish different leadership behaviors and their adequacy to the context. To design and carry out research in the topics of team dynamics and leadership.
Prerequisites (precedences) *

Contents

- Team effectiveness in complex organizations
- The team IMOI model
- Phases of action and transition
- The Big 5 of teamworking
- An ecological perspective of team cognition
- Teams as adaptive complex systems
- Evaluate team processes in extreme environments
- Team leadership and team effectiveness
- Develop adaptive teams
- Classic leadership theories
- Transformational leadership
- Ethical leadership
- Cognitive theories of leadership
- Self-leadership strategies and behaviors
- Complex leadership theory

Bibliography

- Avolio, B.J., Walumbwa, F.O., & Weber, T.J. (2009). Leadership: Current theory, research, and future directions. *Annual Review of Psychology*, 60, 421-449.
- Curral L., Marques-Quinteiro P., Gomes C., & Lind P.G. (2016) Leadership as an emergent feature in social organizations. *PLoS ONE* 11(12): e0166697.
- Lepine, J.A., Piccolo, R.F., Jackson, C.L., Mathieu, J.E., & Saul, J.R. (2008). A meta-analysis of teamwork processes: Test of a multidimensional model and relationships with team effectiveness criteria. *Personnel Psychology*, 61, 273- 307.

Marques-Quinteiro, P., Ramón, R., Passos, A., & Curral, L., (2019). There is light and there is darkness: on the temporal dynamics of cohesion, coordination, and performance in business teams. *Frontiers in Psychology*, 10:847.

Salas, E., Goodwin, G.F., & Burke, C.S. (2009). *Team effectiveness in complex organizations: Cross-disciplinary perspectives and approaches*. NY: Routledge.

Teaching methods

They include theoretical classes that cover theory and research on topics; guided readings; seminars for developing creative skills and teamwork; presentation of work done in groups to share information and knowledge, case studies on the application of skills to real problems and classes given by guests that bring new approaches. The contents are presented based on a debate between the teacher and the students, which requires their prior preparation, through specific readings before the class. The assessment is done through group work carried out throughout the semester, which may include case studies, looking for examples of applying a theory and solving group problems; individual essays on a program theme; and a final group work that can be the analysis of a case or the design and implementation of an investigation that will be presented in the form of a scientific report.

Grading options

There is only a General Regime.

Grading elements

The General Scheme consists of three elements:

- 1) Presentation of a topic during the UC sessions; these presentations are carried out in groups and assigned in the first session; these presentations contribute to 25% of the grade in the UC.
- 2) The second element of evaluation values participation in classes, especially in the practical activities proposed in each session. During the semester, various activities (practical cases, simulations, presentations) will be presented during the semester, which will be analyzed and presented in groups. This component contributes to 25% of the final grade.
- 3) One written test performed individually the last week of the semester, which contributes to 50% of the grade.

The 3 assessment elements are mandatory.

Rules for grade improvement

The grade improvement is carried out through an inclusive written exam, in 2nd season of exams that accounts for 100% of the UC grade. Alternatively, students will be able to attend and carry out all the required assessment elements again in the following academic year.

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

Attendance of at least 75% of the classes given is mandatory. Failure to comply with this criterion may imply the impossibility of completing the Curricular Unit.

Rules for special students (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Language of instruction

Portuguese.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research, or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students, or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any

official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable