

## SYLLABI

Basic data of the subject	
Academic unit:	Faculty of Management
Program:	Management Business and Entrepreneurship
Course title:	Leadership
Level:	Bachelor
Subject status:	Obligatory
Year of studies:	III
Semester:	VI
Number of hours per week:	3
Credit value – ECTS:	5
Time / location:	UASF
Subject professor:	
Contact details:	
Course Description	Presentation of the subject, entry into issues of leadership, meaning of leadership, leadership and management, leadership and governance, definition and importance of leadership, leadership and authority, knowledge and authority, personality development as a factor for leadership, qualitative characteristics and leadership styles, theories of leadership in the 20th century, role of motivation in leadership, the role and importance of leadership, is ethics a dimension of leadership, communication as a key element of leadership, leadership with vision, teamwork as the basis for leadership, team leadership, teams in the economy: creativity and vitality coefficient, role of leaders in the team, leadership in practice, case studies, examples, and practical exercises.
Purpose of the course	This course is created based on the foundational principles of leadership, focusing on what it means to be a good leader. The purpose of this subject is to prepare future managers to create and cultivate leadership values in order to face the challenges of the future, recognizing the differences and commonalities between leaders and managers, and developing the skills of a leader in business at both the individual and group level.
Expected learning outcomes	After successful completion of the module, students must be able to: <ol style="list-style-type: none"> <li>1. Understand how Leadership is practiced in businesses, <b>(ECTS: 1)</b>,</li> <li>2. Interpret relevant fundamental Leadership practices for contemporary businesses, <b>(ECTS:0.5)</b>,</li> <li>3. Recognize organizational, managerial, and leadership problems and opportunities in enterprises. <b>(ECTS: 0.5)</b>,</li> <li>4. Understand and analyze the impact of Artificial Intelligence on leadership, identifying ways in which AI transforms decision-making, team management, and the development of leadership competencies in the digital age., <b>(ECTS: 1)</b>,</li> </ol>

	5. Assess the potential of Leadership philosophy on traits, skills, behaviors and will develop a Leadership portfolio, (ECTS: 0.5), 6. Develop interpersonal skills, team development, conflict management, communication and change skills, (ECTS: 0.5), 7. Identify leadership styles appropriate for the enterprise, (ECTS: 0.5), 8. To expand their skills by comparing different leadership approaches. (ECTS: 0.5),		
Contribution to the student workload (which should correspond to the student's learning outcomes)			
Activity	Hours	Days/week	Total
Lectures	2	15	30
Theoretical exercises/tasks	1	15	15
Practical work	5	1	5
Contacts with teachers – consultations	1	5	5
Preparation for project assignments	1	5	5
Course project - Test (planning + implementation)	2	2	4
Homework	1	5	5
Student's own study time (in the library or at home)			35
Final exam preparation	2	5	10
Time spent on assessment (tests, final exam)	3	2	6
Projects, presentations, etc.	1	5	5
Total			125
Teaching methodology and learning methodology			
The study will be conducted through group discussions, problem/opportunity-based learning, role-playing, and practical lessons. Students are expected to demonstrate the knowledge gained by presenting case studies, seminar papers, and/or research, as well as by completing assigned digital tasks and providing their interpretation of the results			
Assessment methods and passing criteria			
<b>The Assessment method</b> – is based on three activities – on which the final grade will be built: <ul style="list-style-type: none"><li>• Activity and Engagement in the lesson.....max 15 points (%),</li><li>• Presentation of the project/seminar paper.....max 15 points (%),</li><li>• Final exam (or two tests).....max 70 points (%),</li></ul> <b>Passing criteria</b> related to the activities foreseen by the assessment method:  <b>1. Activity and Engagement in Learning – is assessed with 15 points (%) out of 100 points (%) possible:</b> <ul style="list-style-type: none"><li>• Activity in the lesson (<b>8 points (%)</b>) - means that the student is active and involved in interactive discussions between professors and students, students and students, opening up new topics that are related to the subject, providing ideas, opinions, critical thoughts</li></ul>			

with the aim of stimulating debate during lectures.

- Engagement (7 points (%)) - means that the student completes and presents the tasks that are assigned at the end of each lecture and then discussed at the beginning of the next lecture.

**Goal:** Encouraging critical thinking and creative solution of real situations related to the problems posed - related to teaching and learning in the subject module.

**2. Drafting and presenting a project/seminar paper - is assessed with 15 points (%) out of 100 points (%) possible,**

Within the semester, the student (can be a group of students – no more than 3 students) must prepare a project/seminar paper (Word and PowerPoint), the same paper must be presented during the hours designated for presentation. The presentation will last a maximum of 15 minutes.

The topic of the paper can be proposed by the professor or by the student – the topic proposed by the student must be approved by the professor, and it must be fully correlated with the course.

The paper is presented to the group and evaluated based on the quality of content, analysis, creativity and ability to present it clearly.

Project/seminar paper evaluation criteria	
Component	Points (%)
Structure and Purpose of the paper	4
Content/explanation of the paper	6
Conclusions drawn and presentation of the paper	5
<b>Total:</b>	<b>15</b>

**Goal:** development of research, analytical and scientific skills, through addressing a specific topic independently and academically - related to teaching and learning in the subject module.

**3. The final exam test is evaluated with 70 points (%) out of 100 points (%) possible,**

Within the semester, two Tests (2 x 35 points (%)) are scheduled to be held for students actively engaged in lectures, the first test in the 7th or 8th week and the second test at the end of lectures, the student passes the test if he has at least 18 points (%), since the student is assessed as having passed the first test, then the student can take the second test, the student has the right to take directly the final exam - oral or written. The student will be subject to the final exam test, after the completion of the course lectures and on the exam deadlines determined by the University Senate.

The exam test (question form) must be completed individually by the student and the same is evaluated according to the criteria and contains:

- ♦ objective multiple-choice questions, these will be used to assess the student's ability to recall and recognize concepts and course material.....**30 points (%)**,
- ♦ subjective questions of the type of topic for explanation/written answer/tasks - for which the student himself must be able to

	<p>provide answers related to the material of the lectured course, the same answers will be used to assess the student's understanding and abilities to apply the knowledge acquired in the analysis, synthesis/evaluation of the problem.....<b>40 points (%)</b>, <b>Goal:</b> to assess the acquisition of learning outcomes and the ability to apply them in practical situations.</p> <p>The student passes the exam if he/she <b>collects 50 points (%)</b> from all activities foreseen by the assessment method,</p> <p><b>Grades at UASF:</b></p> <table><tr><th>Grade</th><th>ECTS/Grade</th><th>Points/Percent (%)</th><th>The definition</th></tr><tr><td>10</td><td>A</td><td>90 - 100</td><td>Excellent</td></tr><tr><td>9</td><td>B</td><td>80 - 89</td><td>Excellent</td></tr><tr><td>8</td><td>C</td><td>70 - 79</td><td>Very good</td></tr><tr><td>7</td><td>D</td><td>60 - 69</td><td>Good</td></tr><tr><td>6</td><td>E</td><td>50 - 59</td><td>Sufficient</td></tr><tr><td>5</td><td>FX/F</td><td>0 - 49</td><td>Insufficient</td></tr></table>	Grade	ECTS/Grade	Points/Percent (%)	The definition	10	A	90 - 100	Excellent	9	B	80 - 89	Excellent	8	C	70 - 79	Very good	7	D	60 - 69	Good	6	E	50 - 59	Sufficient	5	FX/F	0 - 49	Insufficient
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<b>Concretization tools – IT</b>	Use of Smart-board, Internet, wireless, computer, projector, PowerPoint, Use of "on-line" platforms and tools to support communication and team collaboration, etc.																												
<b>The ratio between the theoretical and practical part of the study</b>	<p><b>70% - Theory,</b> <b>30% - Theoretical exercises/tasks,</b> This report aims to analyze the connection between the theoretical knowledge acquired during the lectures provided in the course module and the implementation of practical exercises (practical visits, exercises with students, student quizzes in class, etc.) Of the total 125 hours planned for the course, the division is made according to the ratio of 70% with a focus on theory and 30% on practice.</p> <ul style="list-style-type: none"><li>• 88 hours are dedicated to theoretical lectures, including the acquisition of basic concepts, methodologies and standards foreseen in the subject module.</li><li>• 37 hours are focused on practical exercises, work visits, case studies, group work and development of simulation projects.</li></ul> <p>Distribution of 5 ECTS</p> <ul style="list-style-type: none"><li>❖ 3.5 ECTS are dedicated to the theoretical part;</li><li>❖ 1.5 ECTS are dedicated to the theoretical exercises/tasks;</li></ul> <p>This division reflects the balance between acquiring basic concepts and applying them through practical activities.</p>																												
<b>Literature</b>																													
<b>Basic literature:</b>	<ol style="list-style-type: none"><li>1. Enver Krasniqi, Vasilika Kume, Nazmi Mustafa, (2019). Leadership – theory, concepts and practices, second edition, TIMEGATE, Prishtina</li><li>2. Anja Ebert-Steinhübel, (2021), Learning Leadership - Führung lebenslang neu lernen, Springer</li><li>3. Trade media Wiesbaden GmbH,</li></ol>																												
<b>Additional literature:</b>	<ol style="list-style-type: none"><li>1. Berima Ramosaj, (2017), Leadership, Dukagjini. PEC</li><li>2. Theon Peters, (2015), Leadership Traditional I modern Concepts -</li></ol>																												

	<p>myth they came Examples, Springer Fachmedien Wiesbaden</p> <p>3. David Borkowski (2025) "The Intelligent Leader: Embracing AI to Transform Your Leadership",</p>
<b><u>Additional information</u></b> <b>– Scientific Paper from the course professor:</b>	<p>*Scientific Paper - by author: Gazmend Deda *, Arben Tërstena **, Sokol Krasniqi *, Stela Todorova, with title "Evaluation of influence of corruption, lending interest rate and other components on ease of doing business: A policy-making and legal implications." 2024 / Volume 6, Issue 3, 8–16.</p> <p>Link to the work: <a href="https://virtusinterpress.org/IMG/pdf/clgrv6i3p1.pdf">https://virtusinterpress.org/IMG/pdf/clgrv6i3p1.pdf</a></p>
<b>Designed lesson plan:</b>	
<b>Week</b>	<b>The lecture that will be held</b>
<b>First week</b>	<p><b>Presentation of the Contents: Entry into Issues of Leadership,</b></p> <p>The lecture on the introduction to leadership issues focuses on the basic concepts of leadership, addressing the difference between leadership and management, the role of vision and mission in the leadership process, the main leadership styles and their impact on the motivation of individuals and the performance of the organization. Expected result, No. 1,</p>
<b>Second week</b>	<p><b>The Meaning of Leadership Leadership and management, leadership and governance.</b></p> <p>Leadership is the process of influencing individuals or groups to achieve shared goals. It is related to the ability to create vision, inspire, and lead change.</p> <p>Although often used synonymously, leadership and management have fundamental differences: management focuses on planning, organizing, and controlling resources to achieve efficiency, while leadership is about inspiring, motivating, and creating a vision for the future.</p> <p>Expected result, No.1,2</p>
<b>Third week</b>	<p><b>Transforming Leadership in the Age of Artificial Intelligence.</b></p> <p>This lecture will discuss how Artificial Intelligence is transforming leadership, changing the way we make decisions, manage teams, and develop organizational strategies. It will examine the benefits, challenges, and best practices for integrating AI into the role of the modern leader.</p> <p>Expected result, No, 4,1</p>
<b>Fourth week</b>	<p><b>Intelligent Leadership: The Role of Artificial Intelligence in Developing Leader Competencies,</b></p> <p>This lecture will examine how Artificial Intelligence can empower the development of leadership competencies, through virtual training, data analysis, and real-time feedback. The impact of AI on improving decision-making, communication, and team management in the digital age will be discussed.</p> <p>Expected result, No, 4</p>
<b>Fifth week</b>	<b>Theories of Leadership in the 20th Century</b>

	<p>The lecture on 20th century leadership theories discusses the main approaches that have influenced the development of leadership science. First, trait theory is analyzed, which is related to the innate characteristics of leaders; then behavioral theories, which focus on the actions and ways in which leaders interact with followers.</p> <p>Expected result, No. 5,4</p>
<b>Sixth week</b>	<p><b>Role of Motivation in Leadership,</b></p> <p>This lecture addresses the impact of motivation as a driving force that encourages leaders to inspire, engage, and guide followers toward achieving shared objectives. Expected result, No. 6</p>
<b>Seventh week</b>	<p><b>Role and Importance of Leadership,</b></p> <p>This lecture addresses the role and importance of leadership in leading people, creating vision, and achieving organizational success. Expected result, No. 7,</p>
<b>Eighth week</b>	<p><b>Is Ethics a Dimension of Leadership?</b></p> <p>It is argued that ethics is an essential dimension of leadership because it determines how leaders make decisions and exercise their authority. Ethical leadership builds trust, transparency, and accountability in the organization. Expected result, No. 5,3</p>
<b>Ninth week</b>	<p><b>Communication as a Key Element of Leadership</b></p> <p>This lecture addresses communication as a key element of leadership, emphasizing the importance of effective information exchange and the ability to inspire and lead followers. Good communication helps build trust, resolve conflicts, and achieve organizational goals. Expected result, No. 5</p>
<b>Tenth week</b>	<p><b>Leadership with vision,</b></p> <p>This lecture discusses the importance of vision in leadership, focusing on the leader's ability to set long-term goals, inspire followers, and orient the organization toward success and positive change. Expected result, No. 4,5</p>
<b>Eleventh week</b>	<p><b>Jobs in the Team: Core Aspects of Leadership,</b></p> <p>This lecture addresses teamwork as the basis for leadership, emphasizing that the ability to cooperate, share responsibilities, and coordinate the actions of members is essential for achieving common objectives and developing effective leadership.</p> <p>Expected result, No.5,7,4</p>
<b>Twelfth week</b>	<p><b>leadership team,</b></p> <p>This lecture addresses team leadership, focusing on the leader's ability to lead the group, coordinate the roles and responsibilities of members, and promote cooperation and joint performance towards achieving objectives. Expected result, No. 5,6</p>
<b>Thirteenth week</b>	<p><b>Teams in the Economy:</b>  <b>Creativity and Vitality Coefficient, Role of Leaders in the Team,</b></p>

	<p>This lecture addresses the role of teams in creative sectors, where innovation and flexibility are essential, and discusses the vitality quotient as an indicator of team energy, engagement, and productivity. The lecture emphasizes the importance of the leader in motivating, coordinating, and supporting the team, providing an environment that fosters collaboration, innovation, and the achievement of common objectives. Expected result, No.5,4,7,8</p>
<b>Fourteenth week</b>	<p><b>Leadership in practice, (laws from scientific work)</b>  <b>“Assessing the impact of corruption, lending interest rates and other factors on the ease of doing business: Implications for policymaking and legal aspects”,</b></p> <p>This lecture, which is based on the scientific paper “Assessing the Impact of Corruption, Lending Interest Rates and Other Factors on the Ease of Doing Business: Implications for Policymaking and Legal Aspects”, addresses how leaders in the public and private sectors can influence the creation of a favorable business environment. The role of leadership in the fight against corruption, the management of financial norms and strategic decision-making that affects the ease of doing business is discussed, drawing practical lessons for policymakers and legal leaders. Expected result, No. 7,3</p>
<b>Fifteenth week</b>	<p><b>Presentation The work Seminars and/or Research,</b></p> <p>This lecture addresses the importance of presenting seminar papers and scientific research as a tool for developing students' analytical and communication skills. The structured presentation method is discussed, including organizing content, using visualizations, arguing for results, and answering questions, fostering the ability to communicate clearly and defend scientific findings in front of an audience.</p>
<b>Academic policies and rules of conduct</b>	
<p>The student is obliged to attend lectures regularly and to have correct behavior towards colleagues and University staff, maintaining calm and active engagement in lectures and exercises is mandatory. During lectures and exercises, eating, whispering that hinders work in the classroom and the use of mobile phones are PROHIBITED. At the same time, mobile phones must be turned off or put on silent and not used during lectures or exercises. Lack of academic integrity (including plagiarism, copying another person's work, use of unauthorized aids in exams, cheating, etc.) will not be tolerated. If there are doubts about the authenticity of the work submitted, the professor has the right to ask the student to verify his/her work. This can be done through: repeating the work, written or oral testing, surprise quiz or any other action deemed necessary by the lecturer.</p>	