Non-Common Module
**Leadership in Communication**
Module Description

| Implementation Group | |
|---|---|
| **Doc.:** | IG/ |
| **Date :** | |
| **Origin:** | IMLA |

| Country **PT** | Institution **AM** | Non-Common Module **Leadership in Communication** | ECTS **2.0** |
|---|---|---|---|

| Service **ALL** | **Minimum Qualifications for Lecturers** |
|---|---|
| | • Practitioner/teacher in the fields of management, governance and organisational psychology, communication and organisational behaviour. |
| | • Outstanding knowledge of management, command and control, and leadership. |
| Language **English** | • Outstanding knowledge of leadership and communication methodologies and practices. |
| | • English: Common European Framework of Reference for Languages (CEFR) Level C1 or NATO STANAG 6001 Level 3 (SLP 3333). |

| **Prerequisites for international participants** | **Goals of the Module** |
|---|---|
| • English: CEFR B2 or NATO STANAG 6001 Level 2 (SLP 2222). | • Competencies within the field of command and leadership. |
| | • Social phenomena within teamwork. |
| • Basic knowledge of command and communication in a military environment. | • The roles of each member in a group. |
| | • Ability to communicate efficiently and objectively. |
| • Ability to work in a team. | • Ability to influence others. |
| | • Media awareness. |
| | • Capacity to accomplish timely objectives ("make it happen"). |

| **Learning outcomes** | knowledge | • Knows the differences between command and leadership. • Knows the different styles of leadership. • Knows the different styles of communication. | • Knows the different techniques of influence. • Understands verbal and non-verbal communication in a military context. • Knows the main differences between EQ and IQ. |
|---|---|---|---|
| | skills | • Is able to play the role of commander or leader according to the situation. • Is able to apply the different styles of leadership according to the situation. • Is able to apply the different styles of communication according to the situation. | • Is able to use the different techniques of influence. • Is able to interpret verbal and non-verbal communication in order to influence the group. • Is able to manage emotions of the self and others. |
| | competencies | • Is capable of being a commander or a manager according to the situation. • Is capable of applying the best leadership style to influence others. • Is capable of communicating objectively and effectively. | • Is capable of applying the different styles and methodologies of communication according to the situation. • Is capable of understanding emotions and through this knowledge empathizes with and influences the team. • Is capable of driving individuals and/or the group for the mission. |

### Verification of Learning Outcomes

- **Test**: Theoretical part of the Module can be conducted via the e-Learning which includes self-evaluations after each lesson, and final test verifying learned knowledge.

- **Observation**: Throughout the Module students are to discuss given topics within syndicates and put those topics into practice by means of teambuilding in specific scenarios. While performing these tasks, students are evaluated so that their and their comrades' performance can be verified.

- **Evaluation**: Group presentations as debriefings to identify the best practices as well as lessons learned to apply in future workplaces. Students will also be assessed in the process of building the best team for each situation.

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## Module Details

| Main Topic | Recommended WH | Details | |
|---|---|---|---|
| Introduction of the module | 1 | • Course description.<br>• Objectives of the module (focus on syndicates, individual work, presentations, etc.). | |
| Command and leadership | 3 | • New challenges of command and leadership.<br>• Differences between command and management.<br>• Roles of commander and leader. | • Different styles of leadership.<br>• Organisation, planning, and control.<br>• (can be conducted via e-learning). |
| Leadership competencies model | 3 | • Concept of competencies.<br>• Different approaches to competencies.<br>• Individual, social, and functional competencies. | • Different leader profiles.<br>• Transnational benchmarking on leader profiles.<br>• (can be conducted via e-learning). |
| Communication styles: benchmarking between students | 3 | • Communication competencies model.<br>• Communication styles.<br>• Assertive communication. | • Transnational benchmarking on communication.<br>• (can be conducted via e-learning). |
| Verbal and non-verbal communication: benchmarking between students | 2 | • Verbal and non-verbal communication and its use.<br>• Different techniques of influence.<br>• EQ and IQ. | • Influence, inspire, motivate by example.<br>• Transnational benchmarking on verbal and non-verbal communication. |
| Assertive communication | 4 | • Pedagogical tools of leadership and communication.<br>• Leadership competencies.<br>• Assertive communication. | |
| Verbal and non-verbal communication | 4 | • Types and use of verbal and non-verbal communication.<br>• Group observation techniques and communication. | |
| Planning and organising: decision-making and communication | 4 | • Concept of organisation and planning.<br>• Matrix planning. | • Decision-making.<br>• Communication of simple tasks in media environment. |
| Directions and control: communication | 4 | • Concept of direction and control.<br>• Principles of direction. | • Control techniques. |
| Development of discussion techniques | 4 | • Problem solving.<br>• Presentation of solutions.<br>• Debate techniques to influence others. | • Group observation techniques and communication. |
| Dynamic groups: leadership and communication styles | 10 | • Roles within a group.<br>• Identification of competencies in movement.<br>• Selection of the best competencies for leadership and communication. | |
| **Total** | **42** | | |

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| Additional Hours to Enhance Learning Outcomes | | |
|---|---|---|
| | 14 | Self-study, pre-reading, reviews, & preparation. Course feedback provided by students. |
| **Total WH** | **56** | The number of hours for the use of the developed e-learning content is up to the module director. He/she may replace the e-learning hours/topics with residential phases. |
| | | The detailed number of hours for the respective main topic is up to the course director according to national laws or the home institution's rules. |

# List of Abbreviations

AM ........................................................................................................ Academia Militar
B1, B2 ........................................................................................... Common Reference Levels
CEFR ........................................ Common European Framework of Reference for Languages
ECTS ........................................... European Credit Transfer and Accumulation System
EQ .............................................................................................. Emotional Intelligence
IMLA ............................................... International Military Leadership Academy
IQ ............................................................................................................... Intelligence
LU .................................................................................................................... Lecture Unit
NATO .......................................................... North Atlantic Treaty Organization
PT .............................................................................................................. Portugal
SLP ............................................................. Standardized Language Profile
SP ............................................................................... Strategic Partnership
STANAG ................................................... Standardization Agreement
SW ........................................................................................ Syndicate Work
WH ........................................................................................ Working Hour