PSYC 84
LEADERSHIP
In 15W:10A—Judith White

Description
This course will survey the theory and research of leadership from a social psychological perspective. Students will be expected to do a substantial amount of reading and writing each week, and actively participate in discussion each class session. At the completion of the course, students should be able to communicate their informed views of what good leadership is and what good leaders do, who makes a good leader and why, and when good leadership is critical for organizational success. Prerequisites: Psych 1, 23 and permission through the department website.

This class has an extremely heavy workload, and I do not grant extensions for papers and mini-replications. Please consider this in relation to your other obligations this quarter when deciding whether to enroll.

Objectives:
- Frame a social, organizational, political problem as a problem of leadership
- Demonstrate familiarity with the provenance, usefulness, and limitations of a set of evidence-supported principles of leadership
- Demonstrate ability to research and/or to produce high-quality, relevant evidence to address leadership problems
- Persuasively present orally and in writing a set of recommendations based on leadership theory and research to resolve a social, organizational, or political problem

REQUIRED TEXTS
Books (any format), available Wheelock Books
> Sandberg, S. (2013). *Lean In: Women, work, and the will to lead.* New York: Knopf. (240 pp)
> Marquet, L.D. (2012). *Turn the ship around: A true story of turning followers into leaders.* New York: Penguin. (272 pp)
> Knight, B. (2013). *The power of negative thinking: An unconventional approach to achieving positive results.* Houghton Mifflin Harcourt. (223 pp)
> Braun, A. (2014). *Promise of a pencil: How an ordinary person can create extraordinary change.* New York: Simon and Schuster. (272 pp)

Coursepack
> Three articles available at https://cb.hbsp.harvard.edu/cbmp/access/32211739
Additional articles will be distributed via Canvas links.

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GRADING
Class participation (35%)

> This class uses a rubric to assess participation in every seminar meeting. It will be used to give and receive feedback in order to strengthen each member's skills in preparing for, contributing to, and leading a group discussion. The rubric is available in Canvas.

Short papers (35%)

> Fve short papers (4-5 pp) are assigned, one for each of the books we will read, and one for the leadership case. Detailed prompts will be posted to Canvas. The due dates are:
> January 22: Sandberg, S. (2013). *Lean In: Women, work, and the will to lead.*
> February 5: Marquet, L.D. (2012). *Turn the ship around: A true story of turning followers into leaders.*
> February 19: Knight, B. (2013). *The power of negative thinking: An unconventional approach to achieving positive results.*
> March 5: Braun, A. (2014). *Promise of a pencil: How an ordinary person can create extraordinary change. New York: Simon and Schuster.*
> March 17: Leadership case paper.

Leadership case (15%)

> We will work together over the quarter on a leadership case. Together, we will identify an opportunity to apply leadership theory to the practice of leadership at the College. Working in teams, you will assess the situation and formulate recommendations that you will deliver and discuss on the final day of class. Half of the final case grade will come from peer evaluations and the other half from me.

Other deliverables (15%)

> **Mini-replications** (6%)
>> Together, we will perform three mini-experiments to test hypotheses derived from leadership theories or to replicate extant findings. Each person will help to collect data.
>
> **Critique of discussion rubric** (3%)
>> Your critique of the proposed discussion rubric.
>
> **Outside materials** (6%)
>> During the quarter you will bring to class and be prepared to present if called upon: A short video of leadership, statistics on gender ratios in management in an organization of your choice, and materials from a leadership development program. Other materials may be requested.

REASONABLE ACCOMMODATIONS
If you require reasonable accommodation for a disability in order to participate in course activities or meet course requirements please contact me by email or by appointment no later than the end of the second week of the term.

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RELIGIOUS OBSERVANCE
Should you have a religious observance that conflicts with your participation in the course, please come speak with me before the end of the second week of the term to discuss appropriate accommodations.

UNIVERSITY HONOR CODE & ACADEMIC HONESTY POLICY

The honor code states that "the Faculty of Dartmouth College, in recognizing the responsibility of students for their own education, assumes intellectual honesty and integrity in the performance of academic assignments, both in the classroom and outside. Each student upon enrollment at Dartmouth College accepts this responsibility with the understanding that any student who submits work which is not his or her own violates the purpose of the College and is subject to disciplinary actions, up to and including suspension and separation."

Please see me if you have any questions about how this applies to your work in this class.

CHANGES TO THE SYLLABUS
The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Any such will be announced via Canvas.

Session outline. Please note that this session outline may be amended. Do not rely on it. The Canvas Sessions assignments are the most up-to-date source of information about topics and assignments.

Week 1, Session 1 January 6
Topic: What is leadership?
> Read: Bennis, W. (2007). The challenges of leadership in the modern world. American Psychologist, 62, 2-5.
> http://dx.doi.org/10.1037/0003-066X.62.1.2

> Discussion prep: What is leadership? Why is it important? How do we learn it, and how does Bennis propose we learn it?

> Deliverable: Videorecord a moment of leadership. Your recording should be between 15 seconds and 2 minutes long, and playable in class. (Either upload it to Canvas, a cloud server, a videosharing website, or bring it on your laptop.) We will select a few of the videos to play in class.

Week 1, Session 2 January 8
Topic: Proposed evolutionary origins of leadership
> Read: Van Vugt, M. (2006). Evolutionary origins of leadership and followership. Personality and Social Psychology Review, 4, 354-371.
> http://dx.doi.org/10.1207/s15327957pspr1004_5

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Discussion prep: How does the author define leadership? What two explanations does he present for the emergence of leader/follower behavior in humans? What evidence does he review in support of these explanations? What are his conclusions? What are your conclusions?

Deliverable: Critique of discussion rubric.

Week 2, Session 3 January 13
Topic: Role congruity theory
Read: Eagly, A.H., & Karau, S.J. (2002). Role congruity theory of prejudice toward female leaders. Psychological Review, 109, 573-598.
http://dx.doi.org/10.1037/0033-295X.109.3.573

Discussion prep: Explain role congruity theory. What evidence do the authors use to support the theory? Compare current information about of relative proportions of male and female leaders in a domain or organization of your choice to information in the 2002 article. Have there been changes? Do you think gender roles have changed? Do you think women leaders are still targets of prejudice?

Week 2, Session 4 January 15
Topic: Backlash
Read: Rudman, L.A., & Fairchild, K. (2004). Reactions to counterstereotypic behavior: The role of backlash in cultural stereotype maintenance. Journal of Personality and Social Psychology, 87, 157-176.
http://dx.doi.org/10.1037/0022-3514.87.2.157

Read: Kolehmainen, C., Brennan, M., Filut, A., Isaac, C., & Carnes, M. (2014). Afraid of being "witchy with a 'B'": A qualitative study of how gender influences residents' experiences leading cardiopulmonary resuscitation. Academic Medicine, 89, 1276-128
http://dx.doi.org/10.1097/ACM.0000000000000372

Discussion prep: What is backlash? What evidence do authors present to show that backlash happens? Do you think backlash as the authors define it affects who becomes a leader?

Deliverable: Collect and enter data from four respondents into a shared Google spreadsheet for a mini-replication of Rudman and Fairchild. Details will be discussed in class on January 13.

Week 3, Session 5 January 20
Topic: Power and influence
Read: French, J. and Raven, B. (1959). The bases of social power. In *Studies in Social Power,* D. Cartwright, Ed., pp. 150-167. Ann Arbor, MI: Institute for Social Research. [Link TBD]

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Read: Pfeffer, J. (July-August 2010). Power play. *Harvard Business Review*. Access at
https://cb.hbsp.harvard.edu/cbmp/access/32211739

Discussion prep: How do leaders use each of the fives bases of social power described by
the authors? What is the Pfeffer's message about leadership and power? What do you
think about it?

Week 3, Session 6 January 22
Topic: Lean In: Women, work, and the will to lead

Read: Sandberg, S. (2013). *Lean In: Women, work, and the will to lead.* New York:
Knopf. (240 pp)

Discussion prep: How does the author explain the relative proportions of men and women
in leadership positions? What strategies does she advocate for men and women to move
towards the goal of advancing more women to leadership positions? What do you think
about the author's analysis and recommendations? Would you recommend her book to
your friends and family?

Deliverable: Short paper. Check the Canvas assignment for a detailed prompt. 4-5 pp.

Week 4, Session 7 January 27
Topic: The Ohio State studies

Read: Fleishman, E. A. (1953). The description of supervisory behavior. Journal of
Applied Psychology, 37, 1-6.
http://dx.doi.org/10.1037/h0056314

Read: Kotter, J.P. (December 2001). What leaders really do. *Harvard Business Review*,
Access at https://cb.hbsp.harvard.edu/cbmp/access/32211739

Discussion prep: What are the nine behavior categories assessed and two factors that
describe supervisory behavior? What would you have called theses factors? Is there a
difference between leaders and managers? What are the implications for a behavioral
approach to leadership?

Watch: Professor Michael Zigarelli, ten leadership theories in five minutes.
https://www.youtube.com/watch?v=XKUPDUDOBVo

Week 4, Session 8 January 29
Topic: Charismatic leadership

Read: Bass, B. M. (1990). From transactional to transformational leadership: Learning to
share the vision. Organizational Dynamics, 18, 19-31.
http://dx.doi.org/10.1016/0090-2616(90)90061-S

Read: Galvin, B, M., Waldman, D.A., & Balthazard, P. (2010). Visionary communication
qualities as mediators of the relationship between narcissism and attributions of

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leader charisma. Personnel Psychology, 63, 509-537.
http://dx.doi.org/10.1111/j.1744-6570.2010.01179.x

Discussion prep: Why would some people be more susceptible to charismatic leader influence than others? What types of organizations would be best suited to charismatic leadership? Do you see any drawbacks to charismatic leadership? What is the relationship between narcissism and charismatic leadership, as reviewed by the authors? What were the study methods and results? What would you expect if the study were replicated with a sample of your peers (i.e., future leaders)?

Deliverable: Collect and enter data from four respondents into a shared Google spreadsheet for mini-replication of Galvin et al.

Week 5, Session 9 February 3
Topic: Roots of modern theory and research
Read: Yukl, G. (1989). Managerial leadership: A review of theory and research. Journal of Management, 15, 251-289.
http://dx.doi.org/10.1177/014920638901500207

Discussion prep: What does the author describe as the major approaches to the study of leadership? As the major theories? What conclusions do you draw from the author's integrating conceptual framework illustration in Figure 1? Is anything missing from this framework that you would like to add?

Week 5, Session 10 February 5
Topic: Turn The Ship Around
Read: Marquet, L.D. (2012). *Turn the ship around: A true story of turning followers into leaders.* New York: Penguin. (272 pp)

Watch (optional):Marquet give a summary of his message
https://www.youtube.com/watch?v=OqmdLcyES_Q

Discussion prep: Describe Captain Marquet's leadership. What leadership behaviors did he display? What leadership style did he use? What leadership traits did he have? How effective a leader was he? Was there anything in the situation that contributed to, interfered with, or bounded his ability to be successful with this specific set of traits and behaviors?

Deliverable: Short paper. Check the Canvas assignment for a detailed prompt. 4-5 pp.

Week 6, Session 11 February 10
Topic: Transformational leadership
Read: Shamir, B., House, R.J., & Arthur, M.B. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *Organization Science, 4,* 577-594.
http://dx.doi.org/10.1287/orsc.4.4.577

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Watch: Winfrey a Transformational Leader
https://www.youtube.com/watch?v=9zDMoj7D3b8

Discussion prep: How does transformational leadership map onto previous work (e.g., the Ohio State studies) identifying task-based and person-based leadership behaviors? What are the proposed mechanisms by which charismatic leadership influences followers' attitudes, cognition, and behavior? What are "role modeling" and "frame alignment" in the context of this theory?

Week 6, Session 12 February 12
Topic: Leader-member exchange
Read: Graen, G.B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. Leadership Quarterly, 62, 219-247.
http://dx.doi.org/10.1016/1048-9843(95)90036-5

Discussion prep: What is the basis of LMX theory? What are the proposed independent variables, and the mechanisms by which they affect a member's attitudes, behavior, and cognition? How is LMX measured? What underlying construct(s) do the authors claim the scale "taps into"? In what situations does LMX add explanatory value above and beyond other theories?

Deliverable: Collect and enter data into a shared Google spreadsheet from four respondents for a mini-experiment comparing LMX correlates across volunteer organizations and paid positions.

Week 7, Session 13 February 17
Topic: An integrated model of leadership
Read: DeRue, D.S, Nahrgang, J.D., Wellman, N., & Humphrey, S.E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. Personnel Psychology, 64, 7-52.
http://dx.doi.org/10.1111/j.1744-6570.2010.01201.x

Discussion prep: Describe the authors' Integrated Model of Leader Traits, Behaviors, and Effectiveness (Figure 1). What traits and behaviors are included, and why? How are traits and behaviors related in this model? What conclusions do authors make regarding the influence of traits and behaviors on leadership effectiveness? What evidence do authors provide to support their conclusions? Is there something missing from their model that you would like to add?

Week 7, Session 14 February 19
Topic: Power of negative thinking
Reading:

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Read: Knight, B. (2013). *The power of negative thinking: An unconventional approach to achieving positive results.* Houghton Mifflin Harcourt. (223 pp)

Watch: Bob Costa's interview with Coach Knight, https://www.youtube.com/watch?v=ErY6eeiEJhk.
Listen to his half-time speech at https://www.youtube.com/watch?v=uMVmhI1SUq0 and read the comments

Discussion prep: Describe Coach Knight's leadership. What leadership behaviors did he display? What leadership style did he use? What leadership traits did he have? How effective a leader was he? Was there anything in the situation that contributed to, interfered with, or bounded his ability to be successful with this specific set of traits and behaviors?

Deliverable: Short paper. Check the Canvas assignment for a detailed prompt. 4-5 pp.

Week 8, Session 15 February 24
Topic: Branches of modern theory and research

Read: Hiller, N.J, DeChurch, L.A., Murase, T., & Doty, D. (2011). Searching for outcomes of leadership: A 25-year review. Journal of Management, 37, 1137-1177.
http://dx.doi.org/10.1177/0149206310393520

Discussion prep: What do the authors conclude from their review? How do they reach those conclusions? What can we learn from the cumulative body of research they reviewed? Is there anything missing from this body of research that you would like to add?

Week 8, Session 16 February 26
Topic: Collectivistic leadership

Read: Yammarino, R. J., Salas, E., Serban, A., Shirreffs, K., & Shuffler, M. L. (2012). Collectivistic leadership approaches: Putting the "we" in leadership science and practice. Industrial and Organizational Psychology, 5, 382-402.
http://dx.doi.org/10.1111/j.1754-9434.2012.01467.x

Week 9, Session 17 March 3
Topic: Leadership development
Read: TBD

Discussion prep: What do leadership development programs do? Can you think of a better way to develop leaders?

Deliverable: Collect and present information from a leadership development program.

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Week 9, Session 18 March 5
Topic: The promise of a pencil

     Read: Braun, A. (2014). *Promise of a pencil: How an ordinary person can create extraordinary change.* New York: Simon and Schuster. (272 pp)

     Discussion prep: TBD

     Deliverable: Short paper. Check the Canvas assignment for a detailed prompt. 4-5 pp.

Week 10, Session 19 March 10
Topic: Leadership case

     Read: <none>