

PSY360-01: Seminar on the Psychology of Leadership
M/Th, 2:00-3:20pm (Zoom)
Dr. Jason Dahling

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Office: Social Sciences 123
Office Hours: M/H 12-2 by
appointment ([calendar link](#))

"...It is important to remember that the quality of all our lives is dependent on the quality of our leadership. The context in which we study leadership is very different from the context in which we study, say, astronomy. By definition, leaders wield power, and so we study them with the same self-interested intensity with which we study diabetes and other life-threatening diseases. Only when we understand leaders will we be able to control them. Today, studying leadership is still an important scientific imperative; scandal after scandal, economic crisis after crisis, [and] ecological disaster after disaster... can be partly traced back to failed leadership. It is through effective leadership that our human race and planet will prosper."

(Bennis, 2018, p. 499).

Course Catalog Description, PSY360:

This course explores developmental, cognitive, and social psychology perspectives on leadership emergence, development, and effectiveness. Diversity is an important theme in the course, which emphasizes the roles of individual differences such as gender, race, and nationality in leadership processes. Other topics include emotions in leadership, charisma, and abusive or toxic leadership. The material is intended to be accessible and relevant to students regardless of specialization interests. (Prerequisite: PSY121).

- **Fourth Hour Statement:** This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous

Learning Objectives:

This course satisfies departmental learning objectives #1 (*written communication*), 5 (*critical analysis and reasoning*), 9 (*respect for diversity*), 12 (*psychological knowledge*) and 13 (*applying psychology*). Put in plain language, I want you to:

- Become conversant about major theories of leadership and gain insight into how these theories can help you be a better leader and follower in social groups or organizations.
- Deepen your skill at interpreting empirical articles to synthesize multiple perspectives in your final paper.
- Gain an appreciation of how different facets of diversity, such as gender, race, and culture, intersect to inform beliefs about leadership.
- Improve your writing skills through essay exams and a final paper that draws on both scholarship and your own personal history.
- Learn more about the connections between different specialty areas within psychology, such as social, cognitive, and industrial/organizational psychology.

Course Materials:

There is no required textbook for this class. Assigned readings are posted on Canvas for download. You need access to these readings in class on the days that we cover them (print or electronic).

Graded Course Requirements:**1. Daily Participation**

You will receive a participation grade based on your involvement in each day of class (after the first week) because active participation is essential to being successful in a discussion-based course. The objectives of evaluating participation are to determine your preparedness for class and your level of comprehension of the assigned reading. Consequently, attendance alone does not constitute participation. The participation policy addendum to the syllabus on Canvas provides more details on how this grade is derived.

2. Essay Exams

Exams occur at three points during the semester; exam 1 focuses on core theories of leadership and followership, exam 2 focuses on diversity in leadership dynamics, and exam 3 focuses on leadership development and special topics of emerging research interest. All exams use an open-note essay format, but they must be written individually and depend on careful preparation. The objective of this type of assessment is to help you organize and integrate course material; you should expect that questions will require you to apply, analyze, or combine information across a large set of readings, lectures, or discussion points.

3. Final Paper

Your cumulative assessment in this course is an APA-style paper that analyzes a significant leader from your own life in light of the psychological theory discussed in the class. This manuscript combines a first-person, narrative element with a scholarly evaluation to explain the leader's emergence and effectiveness, and your reaction to the leader as a follower. The objective of this assignment is to critically evaluate the course material and demonstrate that you can derive insights about real-world leadership from the theory and research that we studied. Further instructions will be provided on the assignment handout on Canvas.

Grading Criteria:

COURSE COMPONENT	POINT VALUE
Daily Participation	20
Exams (30 points each for 3 exams)	90
Final Paper	50
TOTAL	160

EARNED PERCENTAGE TOTAL	COURSE GRADE	EARNED PERCENTAGE TOTAL	COURSE GRADE
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	<60%	F
77-79%	C+		

All grades on assignments will be posted to the Canvas gradebook for your review. I provide feedback on exams and the paper using comments in Canvas.

Course Policies

Academic Integrity Policy:

Cheating and plagiarism are serious violations of the College's Academic Integrity Policy. It is your responsibility to familiarize yourself with this policy, which is available in full at the link below. Under this policy, I am obligated to file any academic integrity violations for review. In the interest of promoting academic integrity, all work submitted to Canvas will be subjected to a plagiarism scan. Please note that the result of this scan is that your work will be stored anonymously within the Turn-It-In system to be compared against future submissions made by other students.

<https://policies.tcnj.edu/?p=130>

Assignment Policies:

- **Assigned Reading:** Any required readings will be posted on Canvas for you to download. Read the materials carefully because you will be expected to discuss the readings and have sufficient understanding to participate in class activities.
- **Assignment Submission:** All assignments must be submitted to Canvas for a timestamp and plagiarism scan unless otherwise indicated; emailed submissions will not be accepted. You are responsible for checking that you have uploaded the correct file to Canvas before the assignment deadline, that your uploaded file has a valid .doc or .docx extension, and that your uploaded file can be opened. Incorrect or invalid submissions may accrue a late penalty as noted below.
- **Exams (Canvas):** Exams administered in Canvas are individual assignments. Seeking help or collaborating will constitute an academic integrity violation. Make-up exams are only provided in extenuating circumstances, defined at my discretion, and may differ in content from the exam administered to the rest of the class.
- **Late Penalties:** Canvas reports the dates and times that items are due. Unless we have discussed an extension in advance, late submissions will be penalized at a rate of 15% per 24-hour block after the deadline. That is, an assignment submitted up to 24 hours late receives a 15% penalty, between 24-48 hours late receives a 30% penalty, and between 48-72 hours late receives a 45% penalty. After an assignment is in excess of 72 hours late, including weekends, I will no longer accept it and you will receive a 0% grade.

- **Participation:** See the syllabus addendum on Canvas concerning participation for full details of how this grade is derived and what I expect. You are responsible for reading and understanding this document.

Attendance Policy:

Attendance is expected in accordance with College attendance policy, as explained in full here:

<https://policies.tcnj.edu/?p=77>

Communication Policy:

All communication about the course will be sent to your TCNJ email. You are expected to check this account every day, and failure to read email from me is not an acceptable excuse for course problems. All communication to me should be emailed to dahling@tcnj.edu; please do not message me through Canvas.

Disability Policy:

Any student who has a documented disability and needs academic accommodations should notify me prior to any assignment due dates and contact the Accessibility Resource Center (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991. See here for more information:

<https://policies.tcnj.edu/?p=145>

Statement of Ethical Principles:

The Psychology Department has adopted a set of Ethical Principles to communicate our values and guide the conduct of our members. We strive to uphold these principles in all of the contexts in which the members of the department engage: in courses, in research, and in the community. All members of our community - students, faculty and staff – are responsible for familiarizing themselves with these principles and abiding by them. This statement is not intended to replace, but rather expands on existing federal and state protections as well as local policies at TCNJ. Our intention is to more fully articulate the rights and responsibilities of an ethically responsible community of learners in the Psychology Department. A link to the Ethical Principles can be found here:

<https://psychology.tcnj.edu/ethical-principles/>

Student Conduct Policy:

The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college's commitment to and expectations of having an environment that respects the diversity of all members of the campus community. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at thompsok@tcnj.edu.

<https://policies.tcnj.edu/?p=870>

Tentative Schedule

The schedule of topics and due dates is subject to change due to unexpected delays, class cancellations, or other problems that emerge. Any changes from this schedule will be announced in class and via email. In the event of a significant disruption, I will also post an updated syllabus with revised due dates to Canvas that supersedes this original syllabus.

Class meetings will be held weekly via Zoom, with the Monday meeting canceled under normal circumstances to compensate for time spent working on asynchronous assignments outside of class. You are expected to have completed the assigned videos and readings prior to our Thursday meetings. On Thursdays, class will begin with open discussion of the theories and concepts introduced in the preliminary video to check for understanding and generate examples. We will then discuss the assigned reading, usually with some breakout room discussions so that you can interact with classmates, before returning to the larger class meeting for open discussion.

Date	Topics & Reading for Class (see Canvas for videos)
Feb 4	<p><i>Focusing on Leaders: Traits & Behaviors</i></p> <ul style="list-style-type: none"> • Zaccaro, S.J. (2007). Trait-based perspectives of leadership. <i>American Psychologist</i>, 62, 6-16. • Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. <i>Academy of Management Perspectives</i>, 26, 66-85.
11	<p><i>Focusing on Leaders: Situations & Relationships</i></p> <ul style="list-style-type: none"> • Vroom, V.H., & Jago, A.G. (2007). The role of the situation in leadership. <i>American Psychologist</i>, 62, 17-24. • Anand, S., Vidyarthi, P. R., & Park, H. S. (2016). LMX differentiation: Understanding relational leadership at individual and group levels. In T. N. Bauer & B. Erdogan (Eds.), <i>The Oxford handbook of leader-member exchange</i> (pp. 263–291). New York: Oxford University Press.
18	<p><i>Focusing on Leaders: Inspiration & Identity</i></p> <ul style="list-style-type: none"> • Charbonneau, D., Barling, J., & Kelloway, E.K. (2001). Transformational leadership and sports performance: The mediating role of intrinsic motivation. <i>Journal of Applied Social Psychology</i>, 31(7), 1521-1534. • Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: Empowerment and dependency. <i>Journal of Applied Psychology</i>, 88, 246-255.
25	<p><i>Focusing on Followers: Leader Categorization Theory</i></p> <ul style="list-style-type: none"> • Keller, T. (2003). Parental images as a guide to leadership sensemaking: An attachment perspective on implicit leadership theories. <i>The Leadership Quarterly</i>, 14, 141-160.

Mar	4	<p>Focusing on Followers: Social Identity Theory of Leadership</p> <ul style="list-style-type: none"> • Baretto, N.B., & Hogg, M.A. (2018). Influence and leadership in small groups: Impact of group prototypicality, social status, and task competence. <i>Journal of Theoretical Social Psychology, 2</i>(1), 26-33. • Hogg, M.A. (2018). Self-uncertainty, leadership preference, and communication of social identity. <i>Atlantic Journal of Communication, 26</i>(2), 111-121.
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Mar	11	<p>Diversity in Leadership: Gender Dynamics in Attaining Leadership</p> <ul style="list-style-type: none"> • Hoyt, C.L. (2010). Women, men, and leadership: Exploring the gender gap at the top. <i>Social and Personality Psychology Compass, 4</i>, 484-498. • Karellaia, N., & Guillén, L. (2014). Me, a woman and a leader: Positive social identity and identity conflict. <i>Organizational Behavior and Human Decision Processes, 125</i>, 204-219.
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Exam 1 due between March 5th at 9am and March 11th at 2pm.

	18	<p>No Class Meeting or Assigned Reading</p> <ul style="list-style-type: none"> • Spring break is a social construct that happens if we say it does.
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	25	<p>Diversity in Leadership: Gender Dynamics in Performing Leadership</p> <ul style="list-style-type: none"> • Brescoll, V.L., & Uhlmann, E.L. (2009). Can an angry woman get ahead? Status conferral, gender, and expression of emotion in the workplace. <i>Psychological Science, 19</i>, 268-275. • Brescoll, V.L., Dawson, E., & Uhlmann, E.L. (2010). Hard won and easily lost: The fragile status of leaders in gender-stereotype-incongruent occupations. <i>Psychological Science, 21</i>, 1640-1642. • Eagly, A.H., & Carli, L.L. (2007). <i>Through the labyrinth: The truth about how women become leaders</i> (Chapter 10, pp. 161-182). Boston, MA: Harvard University Press.
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Apr	1	<p>Diversity in Leadership: Race and Intersectionality</p> <ul style="list-style-type: none"> • Rosette, A.S., & Livingston, R.W. (2012). Failure is not an option for Black women: Effects of organizational performance on leaders with single versus dual-subordinate identities. <i>Journal of Experimental Social Psychology, 48</i>, 1162-1167. • Sy, T., Shore, L.M., Strauss, J., Shore, T.H., Tram, S. ... & Ikeda-Muromachi, K. (2010). Leadership perceptions as a function of race-occupation fit: The case of Asian Americans. <i>Journal of Applied Psychology, 95</i>, 902-919. • Livingston, R.W., & Pearce, N.A. (2009). The teddy-bear effect: Does having a baby face benefit Black chief executive officers? <i>Psychological Science, 20</i>, 1229-1236.
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	8	<p>Diversity in Leadership: LGBTQ+ and Cross-Cultural Leadership</p> <ul style="list-style-type: none"> • Fassinger, R.E., Shullman, S.L., & Stevenson, M.R. (2010). Toward an affirmative Lesbian, Gay, Bisexual, and Transgender leadership paradigm. <i>American Psychologist, 65</i>, 201-215.
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- Javidan, M., Dorfman, P.W., de Luque, M.S., & House, R.J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. *Academy of Management Perspectives*, 20, 67-90.

15 **Leadership Development: Youth & Adolescence**

- Kniffin, K.M., Wansink, B., & Shimizu, M. (2015). Sports at work: Anticipated and persistent correlates of participation in high school athletics. *Journal of Leadership & Organizational Studies*, 22, 217-230.
- Eva, N., De Cieri, H., Murphy, S.E., & Lowe, K.B. (2020). Leader development for adolescent girls: State of the field and a framework for moving forward. *The Leadership Quarterly*. Advance online publication. <https://doi.org/10.1016/j.leaqua.2020.101457>

Exam 2 due between April 9th at 9am and April 15th at 2pm.

22 **Leadership Development: Adulthood**

- DeRue, D.S., & Wellman, N. (2009). Developing leaders via experience: The role of developmental challenge, learning orientation, and feedback availability. *Journal of Applied Psychology*, 94, 859-875.
- Garcia, G.A., Huerta, A.H., Ramirez, J.J., & Patrón, O.E. (2017). Contexts that matter to the leadership development of Latino male college students: A mixed methods perspective. *Journal of College Student Development*, 58(1), 1-18.

29 **Special Topics: Leader Emotions**

- Venus, M., Stam, D., & van Knippenberg, D. (2013). Leader emotion as a catalyst of effective leader communication of visions, value-laden messages, and goals. *Organizational Behavior and Human Decision Processes*, 122, 53-68.
- Humphrey, R.H. (2012). How do leaders use emotional labor? *Journal of Organizational Behavior*, 33, 740-744.

May 6 **Special Topics: Authentic Leadership**

- Goffee, R., & Jones, G. (2005, December). Managing authenticity: The paradox of great leadership. *Harvard Business Review*, 83(12), 85-94.
- Ibarra, H. (2015). The authenticity paradox. *Harvard Business Review*, 93(1/2), 53-59.

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Exam 3 due between May 7th at 9am and our final exam time TBA.

Application paper due at our final exam time TBA.