

PSY360-01: Seminar on the Psychology of Leadership
M/Th, 11:00-12:20 (SSB130)
Dr. Jason Dahling

Phone: (609) 771-2582
Email: dahling@tcnj.edu

Office: Social Sciences 123
Office Hours: M/H 1-2, W 11-12

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 or business groups.
- 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 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	40
Exams (30 points each for 3 exams)	90
Final Paper	50
TOTAL	180

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. Detailed feedback on exams and the paper will be sent directly to you as PDF files via email.

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.

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642>

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 accrue a late penalty as noted below.
- **Exams:** Students are not permitted to leave the classroom during exams except in cases where accommodations have been made through Disability Support Services. Exams in this course are essay-based and open book, so any print or electronic resources that you want to use are allowed as long as they do not pose a distraction to others. Make-up exams are only provided in extenuating circumstances, defined at my discretion, and will differ from the exam administered to the rest of the class.
- **Late Penalties:** Canvas reports the dates and times that items are due. 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:

<http://policies.tcnj.edu/policies/digest.php?docId=8162>

Communication Policy:

All communication about the course will be sent to your TCNJ email. You are expected to regularly check this account. 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 is in need of academic accommodations should notify me *during the first week of classes* and contact the Office of Differing Abilities Services (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 1992. See here for more information:

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

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.

<http://policies.tcnj.edu/policies/digest.php?docId=9122>

Technology Policy:

Cell phones should be muted and out of sight during class. [Although research is clear that laptop usage in the classroom is detrimental to exam performance](#), you can make your own choice and may bring a laptop or tablet if you feel it is helpful to take notes. However, if it is clear that you are not paying attention or that you are distracting others, I will ask you to put your computer away.

Tentative Schedule

A typical class meeting will start with at most 10-20 minutes of lecture to set up context. The bulk of the class will be discussion-driven, sometimes with activities to help clarify concepts. The schedule of topics and due dates below is subject to change, and any changes from this schedule will be announced in class and via email.

Date	Topics & Reading for Class
Jan 22	<p><i>Focusing on Leaders: Traits</i></p> <ul style="list-style-type: none"> Zaccaro, S.J. (2007). Trait-based perspectives of leadership. <i>American Psychologist</i>, 62, 6-16.
25	<p><i>Focusing on Leaders: Behavioral Tendencies & Situations</i></p> <ul style="list-style-type: none"> Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. <i>Academy of Management Perspectives</i>, 26, 66-85. Vroom, V.H., & Jago, A.G. (2007). The role of the situation in leadership. <i>American Psychologist</i>, 62, 17-24.
29	<p><i>Focusing on Leaders: Charisma</i></p> <ul style="list-style-type: none"> Bono, J.E., & Judge, T.A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. <i>Academy of Management Journal</i>, 46, 554-571. 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.

Feb	1	<p>Focusing on Leaders: Interpersonal Relationships</p> <ul style="list-style-type: none"> • Bernerth, J.B., & Hirschfeld, R.R. (2016). The subjective well-being of group leaders as explained by the quality of leader-member exchange. <i>The Leadership Quarterly</i>, 27, 697-710. • Whiteley, P., Sy, T., & Johnson, S.K. (2012). Leaders' conception of followers: Implications for naturally occurring Pygmalion effects. <i>The Leadership Quarterly</i>, 23, 822-834.
	5	<p>Focusing on Followers: Implicit Theories, Stereotypes, and Cognitions</p> <ul style="list-style-type: none"> • Epitropaki, O., Sy, T., Martin, R., Tram-Quon, S., & Topakas, A. (2013). Implicit leadership and followership theories "in the wild": Taking stock of information-processing approaches to leadership and followership in organizational settings. <i>The Leadership Quarterly</i>, 24, 858-881.
	8	<p>Focusing on Followers: Implicit Theories, Stereotypes, and Cognitions</p> <ul style="list-style-type: none"> • Blaker, N.M., Rompa, I., Dessing, I.H., Vriend, A.F., Herschberg, C., & van Vugt, M. (2013). The height leadership advantage in men and women: Testing evolutionary psychology predictions about the perceptions of tall leaders. <i>Group Processes & Intergroup Relations</i>, 16, 17-27. • 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.
	12	<p>Focusing on Followers: Social Identities</p> <ul style="list-style-type: none"> • Platow, M.J., Haslam, A., & Reicher, S.D. (2017). The social psychology of leadership. In S.G. Harkins, K.D. Williams, & J.M. Burger (Eds.), <i>The Oxford handbook of social influence</i> (pp. 339-357). New York: Oxford University Press. • Hogg, M. A. (2005). Social identity and misuse of power: The dark side of leadership. <i>Brooklyn Law Review</i>, 70, 1239–1257.
	15	<p>Focusing on Followers: Social Identities</p> <ul style="list-style-type: none"> • Rast, D.E. III (2015). Leadership in times of uncertainty: Recent findings, debates, and potential future research directions. <i>Social and Personality Psychology Compass</i>, 9, 133-145.
19	Exam 1	
	22	<p>Diversity in Leadership: Gender Dynamics</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</i>, 4, 484-498. • Bruckmüller, S., Ryan, M.K., Rink, F., & Haslam, A.S. (2014). The glass cliff: Examining why women occupy leadership positions in precarious circumstances. In S. Kumra, R. Simpson, & R.J. Burke (Eds.), <i>The Oxford handbook of gender in organizations</i> (pp. 315-331). New York: Oxford University Press.

26	<p>Diversity in Leadership: Gender Dynamics</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</i>, 19, 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</i>, 21, 1640-1642.
Mar 1	<p>Diversity in Leadership: Gender Dynamics</p> <ul style="list-style-type: none"> Karelaia, N., & Guillén, L. (2014). Me, a woman and a leader: Positive social identity and identity conflict. <i>Organizational Behavior and Human Decision Processes</i>, 125, 204-219. 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.
5	<p>Diversity in Leadership: Race and Intersectionality</p> <ul style="list-style-type: none"> Rosette, A.S., Leonardelli, G.J., & Phillips, K.W. (2008). The White standard: Racial bias in leader categorization. <i>Journal of Applied Psychology</i>, 93, 758-777. 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</i>, 48, 1162-1167.
8	<p>Diversity in Leadership: Race and Intersectionality</p> <ul style="list-style-type: none"> 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</i>, 95, 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</i>, 20, 1229-1236.
12-16	<p>Spring Break</p>
19	<p>Diversity in Leadership: Emerging Research on LGBTQ+ Leadership and Followership</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</i>, 65, 201-215. Chang, J., & Bowring, M.A. (2017). The perceived impact of sexual orientation on the ability of Queer leaders to relate to followers. <i>Leadership</i>, 13, 285-300.
22	<p>Diversity in Leadership: Cross-Cultural Perspectives</p> <ul style="list-style-type: none"> 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. <i>Academy of Management Perspectives</i>, 20, 67-90.
26	<p>Exam 2</p>

 29 **Leadership Development: Youth & Adolescence**

- Murphy, S.E., & Johnson, S.K. (2011). The benefits of a long-lens approach to leader development: Understanding the seeds of leadership. *The Leadership Quarterly*, 22, 459-470.
- 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.

 Apr 2 **Leadership Development: Youth & Adolescence**

- Guerin, D.W., Oliver, P.H., Gottfried, A.W., Gottfried, A.E., Reichard, R.J., & Riggio, R.E. (2011). Childhood and adolescent antecedents of social skills and leadership potential in adulthood: Temperamental approach/withdrawal and extraversion. *The Leadership Quarterly*, 22, 482-494.
- Martin, S.R., Côté, S., & Woodruff, T. (2016). Echoes of our upbringing: How growing up wealthy or poor relates to narcissism, leader behavior, and leader effectiveness. *Academy of Management Journal*, 59, 2157-2177.

 5 **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.
- Lester, P.B., Hannah, S.T., Harms, P.D., Vogelgesang, G.R., & Avolio, B.J. (2011). Mentoring impact on leader efficacy development: A field experiment. *Academy of Management Learning & Education*, 10, 409-429.

 9 **Leadership Development: Adulthood**

- Dugan, J.P. (2006). Explorations using the social change model: Leadership development among college men and women. *Journal of College Student Development*, 47, 217-225.
- Harms, P.D., Spain, S.M., & Hannah, S.T. (2011). Leader development and the dark side of personality. *The Leadership Quarterly*, 22, 495-509.

 12 **Special Topics: Leader Emotions**

- van Kleef, G.A. (2009). How emotions regulate social life. *Current Directions in Psychological Science*, 18, 184-188.
- 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.

 16 **Special Topics: Leader Emotions**

- Humphrey, R.H. (2012). How do leaders use emotional labor? *Journal of Organizational Behavior*, 33, 740-744.
- Walter, F., Cole, M.S., & Humphrey, R.H. (2011). Emotional intelligence: Sine qua non of leadership or folderol? *Academy of Management Perspectives*, 25, 45-59.

 19 **No class meeting – SIOP conference – work on final paper**

23	<p>Special Topics: Authentic Leadership</p> <ul style="list-style-type: none"> Goffee, R., & Jones, G. (2005, December). Managing authenticity: The paradox of great leadership. <i>Harvard Business Review</i>, 83(12), 85-94. Diddams, M., & Chang, G.C. (2012). Only human: Exploring the nature of weakness in authentic leadership. <i>The Leadership Quarterly</i>, 23, 593-603.
26	<p>Special Topics: Destructive Leadership and Susceptible Followership</p> <ul style="list-style-type: none"> Rosenthal, S.A., & Pittinsky, T.L. (2006). Narcissistic leadership. <i>The Leadership Quarterly</i>, 17, 617-633. Thoroughgood, C.N., Padilla, A., Hunter, S.T., & Tate, B.W. (2012). The susceptible circle: A taxonomy of followers associated with destructive leadership. <i>The Leadership Quarterly</i>, 23, 897-917.
30	Exam 3
May 3	Flex day – if not used, no class meeting – work on final paper
11	Submit Final Paper