



Louisiana Tech University
Department of Psychology and Behavioral Sciences

PSYC 523, Leadership & Decision-Making, Winter Quarter 2015-16

<i>Instructor:</i> MITZI DESSELLES, Ph. D.	<i>Class Day:</i> Wednesday
<i>Office:</i> 117C WOODARD HALL	<i>Class Hours:</i> 5:30 – 9:15 PM
<i>Telephone:</i> 318-257-2361 <i>Cell:</i> 318-514-9300	<i>Meeting Room:</i> Woodard Hall 201
<i>E-Mail:</i> mdessell@latech.edu	<i>Office Hours</i> Monday 1:30-5:30pm Wednesday 9:00-11:00am & 4:00-5:00pm Thursday 9:00-11:00am & 1:30-5:30pm Other hours by appointment
<i>Credit Hours:</i> 3	

Required Text and Materials:

- Northouse, P. G. (2009). *Leadership: Theory and Practice* (7th Ed.). Los Angeles, CA: Sage. ISBN-13: 978-1452226378
- *Harvard Business Review* cases (estimated cost is \$8.95 each; a maximum of 2 cases will be required) www.hbr.org

Optional Resource for Doctoral Students:

- Day, D. V., & Antonakis, J. (2012). *The Nature of Leadership* (2nd Ed.). Los Angeles, CA: Sage. ISBN-13: 978-978-1412980203

Course Description: PSYC 523 is a master's level survey course. Doctoral program students will be required to submit additional work, based primarily on reading original research on leadership. Topics include the examination of various behaviors, skills, attitudes, situations, and traits associated with effective leadership.

Course Prerequisites: Admission into an approved COE graduate program, senior status or permission of instructor.

Instructional Strategies: The course will be conducted as a hybrid lecture/seminar with assigned readings and facilitated discussions on each week's topic. The design is based on the expectation that everyone will have read the assigned material prior to each class meeting and be prepared to discuss the topic thoroughly, in an atmosphere of mutual trust and respect. Volunteers to lead the discussion of the week's readings will be decided at least one week prior.

Attendance: Class attendance is mandatory. One absence, late arrival, or early departure will result in an unsatisfactory grade in the course unless a documented, legitimate cause is provided. Professional courtesy requires that you notify the professor prior to class if it is impossible or inadvisable for you to attend.

Evaluation: This course will require your active participation and involvement. You are expected to have read the material for each week (zero tolerance for students coming to the class without reading the assigned material) and be prepared to ask questions, discuss alternative views, and contribute to the flow of the class. Students will

be evaluated on the quality of their questions and their contribution to the discussion, as well as exams and article critiques.

Master's Degree Students	
Two Exams	200 points (100 points each)
Article Critiques (5)	100 points
Contribution to Discussion	100 points
Total	400 points

Doctoral Students	
Two Exams	200 points (100 points each)
Article Critiques (5)	200 points
Annotated Bibliography	200 points
Article Identification and Facilitated Class Discussion	100 points
Contribution to Discussion	100 points
Total	800 points

Doctoral students will prepare a comprehensive annotated bibliography on a leadership model or topic. Model and topics must be vetted and approved in advance. Information on how to write an annotated bibliography may be found on a number of websites, including:

<http://writingcenter.unc.edu/handouts/annotated-bibliographies/apa-examples/>
<http://guides.library.cornell.edu/annotatedbibliography>

In addition, doctoral students will identify the article assigned to the class for critique on each leadership model or topic. Nominated articles must be submitted to the instructor in pdf format at least 2 weeks prior to the date the topic is scheduled on the original course timeline. Once approved by the instructor, the doctoral student will facilitate class discussion on the article in their topic area.

Doctoral students are expected to set exceptionally high standards for themselves on these assignments.

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69%; F: 0-59%

Article Critiques: Every student (Master's and Doctoral) will submit a critique of five of the eight assigned articles. Critiques should be no more than two pages. A critique of a research article should include the following:

- *Title of the article and complete citation information* in APA style.
- *Summary* in your own words. Do not copy text from the article. Be clear, crisp and concise in your summary.
- *Evaluation of the article's strengths and weaknesses.* Identify two of each, explain your rationale, and support it. Your evaluation may, for example, focus on the methodology, participant selection, statistics employed, conclusions, interpretations, practical significance, uniqueness, connectedness to previous research, etc.

Contribution to Discussion. The behavioral rating scale for Contribution to Discussion is:

High Performance (“A” 90-100 points)

- Contributes information relevant to topic being discussed
- Accurately exhibits knowledge of assignment / reading content
- Demonstrates excellent listening skills
- Brings up questions that need to be further explored
- Clarifies points that others may not understand
- Draws upon personal experience or opinion without being overbearing or pompous
- Offers relevant, succinct input to class
- Consistently has a positive attitude
- Generally “digs deep” vis-à-vis course material: contributes enriching material, initiates own research to share with the class, makes the course a better experience for all
- Demonstrates ability to apply, analyze, and synthesize course material
- Demonstrates willingness to take risks without being contentious (e.g., address a controversial issue, approach a topic in an unorthodox manner)
- Never misses class or is tardy, except in an uncontrollable emergency

Acceptable Performance (“B” 80-89 points)

- Regularly participates in class discussions
- Shares relevant feedback
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze/apply course material
- Demonstrates willingness to attempt to answer questions
- Misses one class and/or is late once

Poor Performance (“C” 70-79 points, a failing grade for doctoral-level courses)

- Rarely offers input, or input is often irrelevant and unrelated to topic
- Is reluctant to share information
- Is contentious or rude
- Neither takes responsibility for own learning, nor contributes to others’
- Is a poor listener
- Drains energy from class goals
- Misses two classes and/or is late twice
- Is a class distraction

Failing Performance (“F” 0-69 points)

- Never offers input
- Never shares relevant information
- Is silent or distracted
- Disrupts other members of the seminar
- Uses personal electronic devices for irrelevant reasons (e.g., send texts, check email)
- Misses more than two classes and/or is late more than twice

Making Up Exams and Assignments

Documentation required for Missed Work: Documentation requesting completion of any missed work must be in writing and signed by the student. Copies of supporting documents such as a doctor’s excuse, etc., must be attached. This documentation must be given to the instructor. This documentation is required on the day the student returns to class after the absences. Exceptions are at the discretion of the instructor.

Missed Exams: Make-up or early exams will only be given for valid, verifiable and **documented** reasons (illness, death in family, etc.). If you know you have to miss an exam, contact me as soon as possible by e-

mail to arrange for you to take an alternate exam early. If an exam is missed and I am notified after the exam, a make-up exam (provided there is a valid documented reason) will be given. Make-up exams will not necessarily be in the same format as the in-class exam and may be more difficult than the in-class exam. Make-up exams (provided there is a valid documented reason) will NOT be given during class time and must be completed **within five days** of the in-class exam.

Late or Missed Assignments: Assignments must be turned in on the specified due date. Twenty-five percent of the point value of the assignment will be deducted for each of the **days** (or **parts of the days**) that an assignment is late. Failure to complete an assignment within two days of the deadline will result in a zero for that assignment.

Course Timeline: The timeline presented below is tentative. Consider this a road map and not a contract. The professor reserves the right to modify the scheduled dates for all topics and course activities. Modifications will be announced in class and may be posted in Moodle at the discretion of the instructor.

Online Component: This course may have an online component via the Louisiana Tech University Moodle Learning System available at: <http://moodle.latech.edu/>. Students will need their TECH USER-ID and Password to access Moodle, both of which are available through the University Computing Center. Efforts will be made to provide all electronic documents in a universally accessible format. Where that is not possible, alternate ways to access these documents will be provided for students who have special needs.

Technology Integration: Students will turn in all assignments electronically via Moodle or University email. Assigned readings may be in the form of e-file formats such as *.pdf or accessible via URL links.

Students with Special Needs: It is the policy of Louisiana Tech University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. A student requesting special testing or classroom accommodations is encouraged to meet with the instructor as soon as possible so that appropriate accommodations can be considered early in the quarter. Students are encouraged to contact the Office of Disability Service on the University Campus. Contact and other information are available at: <http://www.latech.edu/ods/index.shtml>

Academic Honor Code: Louisiana Tech University expects all members of its academic community to demonstrate honesty and integrity in all academic relationships. As articulated in the University's Academic Honor Code, cheating, plagiarism, or falsification of original work are regarded as serious offenses. In accordance with the Academic Honor Code, students pledge the following: "Being a student of higher standards, I pledge to embody the principles of academic integrity." A copy of the honor code may be found in the student handbook at <http://www.latech.edu/students/judicial-affairs.shtml>.

Emergency Notification System: All Louisiana Tech students are strongly encouraged to enroll and update their contact information in the Emergency Notification System. It takes just a few seconds to ensure you're able to receive important text and voice alerts in the event of a campus emergency. For more information on the Emergency Notification System, please visit: <http://www.latech.edu/administration/ens.shtml>.

University Closure: All classes will be held as scheduled, unless the university is closed due to inclement weather or other reason. Information concerning closure may be obtained from University police.

Diversity Perspectives: You are expected to respect the diverse backgrounds and learning styles of other students.

Cell Phones/Internet Use/Recording Devices: Prior to entering the classroom, please be certain that your cell phone has been switched to silent or completely turned off. Texting and/or surfing the internet during seminar is

discourteous and unprofessional. Do not engage in either while in class. Recording devices of any kind are not allowed except under special circumstances and only with prior approval of the instructor.

Key Dates: a) Degree Candidates must register for graduation in the Registrar's Office (KH 207) or online at URL <http://www.latech.edu/registrar/graduation.shtml> no later than the date posted on the University Academic Calendar. b) The latest date a student may drop a course (or resign their entire schedule) with a "W" grade is posted on the University Academic Calendar. In Term 162, the date is Friday, February 5, 2016.

PSYC 523, Leadership & Decision-Making, Winter Quarter 2015-16

Week	Meeting Date	Topics	Readings to be completed before class
1	December 2, 2015	<ul style="list-style-type: none"> ▪ Introductions ▪ Syllabus & Course Expectations ▪ Introduction to Leadership 	<ul style="list-style-type: none"> ▪ Chapter 1
2	December 9, 2015	<ul style="list-style-type: none"> ▪ Trait Approach ▪ Skills Approach ▪ Behavioral Approach 	<ul style="list-style-type: none"> ▪ Chapters 2-4 ▪ Assigned articles
3	December 16, 2015	<ul style="list-style-type: none"> ▪ Situational Approach ▪ Path-Goal Theory 	<ul style="list-style-type: none"> ▪ Chapters 5-6 ▪ Assigned articles
	December 23, 2015 December 30, 2015	Holidays	
4	January 6, 2016	<ul style="list-style-type: none"> ▪ Leader-Member Exchange Theory 	<ul style="list-style-type: none"> ▪ Chapter 7 ▪ Assigned articles
5	January 13, 2016	<ul style="list-style-type: none"> ▪ Transformational Leadership ▪ Take-Home Exam I Announced 	<ul style="list-style-type: none"> ▪ Chapters 8 ▪ Assigned articles
	January 18, 2016	<ul style="list-style-type: none"> ▪ Take-Home Exam I due by 9am 	
6	January 20, 2016	<ul style="list-style-type: none"> ▪ Discussion of Exam I Responses (class attendance mandatory) ▪ Authentic Leadership 	<ul style="list-style-type: none"> ▪ Chapter 9
7	January 27, 2016	<ul style="list-style-type: none"> ▪ Authentic Leadership <i>continued</i> ▪ Servant Leadership 	<ul style="list-style-type: none"> ▪ Chapters 9-10 ▪ Assigned articles
8	February 3, 2016	<ul style="list-style-type: none"> ▪ Adaptive Leadership ▪ Team Leadership 	<ul style="list-style-type: none"> ▪ Chapters 11 & 14 ▪ Assigned articles
	February 10, 2016	Mardi Gras Holiday	
9	February 17, 2016	<ul style="list-style-type: none"> ▪ Gender and Culture ▪ Future Directions ▪ Take-Home Exam II Announced 	<ul style="list-style-type: none"> ▪ Chapters 15-16 ▪ Assigned articles
	February 19, 2016	<ul style="list-style-type: none"> ▪ Doctoral Student Bibliographies due by 5pm 	
10	February 24, 2016	<ul style="list-style-type: none"> ▪ Take-Home Exam II due by 5pm ▪ Discussion of Exam II Responses (class attendance mandatory) ▪ Course Wrap-Up 	

PSYC 523 Article Critiques

Winter Term 2015-16

1. Article Critique 1: Trait Approach

- Judge et al. (2002) or Zaccaro (2007)
- Due before 12/16/15 at 5pm

Judge, T.A., Bono, J.E., Ilies, R., & Gerhardt, M.W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*, 765-780.

Zaccaro, S. (2007). Trait-based perspectives of leadership. *American Psychologist, 62*, 6-16.

2. Article Critique 2: Behavioral Approach

- Judge et al. (2004)
- Due before 12/16/15 at 5pm

Judge, T.A., Piccolo, R.F., & Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. *Journal of Applied Psychology, 89*, 36-51.

3. Article Critique 3: Leader-Member Exchange

- Kim et al. (2015)
- Due before 1/13/16 at 5pm

Kim, T. Y., Liu, Z., & Diefendorff, J. M. (2015). Leader–member exchange and job performance: The effects of taking charge and organizational tenure. *Journal of Organizational Behavior, 36*(2), 216-231.

4. Article Critique 4: Transformational Leadership

- Piccolo & Colquitt (2006)
- Due before 1/13/16 at 5pm

Piccolo, R. F., & Colquitt, J. A. (2006). Transformational leadership and job behaviors: The mediating role of core job characteristics. *Academy of Management journal, 49*(2), 327-340.

5. Article Critique 5: Authentic Leadership

- Gill & Caza (2015)
- Due before 1/20/16 at 5pm

Gill, C., & Caza, A. (2015). An investigation of authentic leadership's individual and group influences on follower responses. *Journal of Management, 0149206314566461*.

6. Article Critique 6: Servant Leadership

- Liden et al. (2014)
- Due before 1/27/16 at 5pm

Liden, R. C., Wayne, S. J., Liao, C., & Meuser, J. D. (2014). Servant leadership and serving culture: Influence on individual and unit performance. *Academy of Management Journal, 57*(5), 1434-1452.

7. Article Critique 7: Team Leadership

- Chen et al. (2007)
- Due before 2/3/16 at 5pm (late submissions accepted without penalty)

Chen, G., Kirkman, B. L., Kanfer, R., Allen, D., & Rosen, B. (2007). A multilevel study of leadership, empowerment, and performance in teams. *Journal of Applied Psychology, 92*(2), 331.

8. Article Critique 8: Gender and Culture

- Post (2015) or Rosette et al. (2008)
- Due before 2/17/16 at 5pm

Post, C. (2015). When is female leadership an advantage? Coordination requirements, team cohesion, and team interaction norms. *Journal of Organizational Behavior, 36*(8), 1153-1175.

Rosette, A. S., Leonardelli, G. J., & Phillips, K. W. (2008). The White standard: Racial bias in leader categorization. *Journal of Applied Psychology, 93*(4), 758.