# PSYC 5342: LEADERSHIP IN ORGANIZATIONS

Spring 2023

## Instructor Information

### Instructor(s)

Logan L. Watts, Ph.D.

### Office Number

Life Science 309

### Office Telephone Number

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### Faculty Profile

<https://www.uta.edu/academics/faculty/profile?username=wattsl>

### Office Hours

Wednesdays from 3:00-4:00pm and by appointment

## Course Information

### Section Information

PSYC 5342-001, Leadership in Organizations

### Time and Place of Class Meetings

This is a face-to-face class that meets on Wednesdays from 4:00pm-6:50pm in LS 102.

### Description of Course Content

This course focuses on leadership theory and its applicability to modern organizations. It was designed for graduate students in psychology and management. Various approaches to studying leadership and the evolution of leadership theory over time will be discussed. The first half of the course is devoted to foundational concepts, including leadership definitions and research methods, major approaches to understanding leadership (i.e., trait, skill, behavior, situation), as well as popular leadership models (e.g., transformational, authentic, servant, etc.). The second half of the course takes a more applied focus, covering critical perspectives on leadership research, leader impacts on ethics and organizational innovation, leader training and development, and leader assessment and selection.

### Student Learning Outcomes

As a result of completing this course, graduate students will be able to:

1. Recall foundational concepts and theories used by researchers who study leadership
2. Evaluate the advantages and pitfalls of leadership in shaping individuals, groups, and organizations
3. Communicate with colleagues about leadership topics with competence and confidence
4. Generate evidence-based solutions to complex problems involving the assessment and development of leadership talent

**Required Textbooks and Other Course Materials**

* The required textbook is Northouse, P. G. (2022). Leadership: Theory & Practice (8th or 9th ed.). Sage. The latest edition can be rented or purchased from the [UTA bookstore](https://www.bkstr.com/texasatarlingtonstore/product/leadership-872310-1) for prices ranging from $40 to $85.
* All other required and recommended readings (e.g., journal articles) will be made available by the instructor in pdf format on [Canvas](https://uta.instructure.com) at no cost to students.
* Students: Additional materials for this course may range in cost depending on the project and or topic you choose to work on.

### Descriptions of Major Assignments and Examinations

**Pre-test.** The pre-test is a timed, low-stakes assessment to help you learn about your baseline strengths and weaknesses with respect to the content covered in the course (don't worry, your performance will have no influence on your course grade). You will receive full credit (20 points; 2% of final course grade) for simply completing the pre-test, which will be occur on the first day of class. The pre-test consists of 50 true-false questions and takes approximately 15 minutes to complete. No outside resources are allowed (e.g. notes, course materials, Internet, peers, etc.). You may repeat the pre-test as many times as you like for practice throughout the semester. If you miss the first class with a valid excuse, you may still complete the pre-test on your own for full credit as long as you do so before the next class period starts.

**Discussion igniters.** Most weeks you will be asked to read book chapters and/or articles to facilitate learning, reflection, and discussion on a particular topic prior to coming to class. There are 10 opportunities for you to earn 20 points for posting “discussion igniters” about these readings, but only 9 will count toward your final course grade (up to a total of 180 points because each student’s lowest score will be dropped prior to calculating their final course grade). Discussion igniters should be recorded using the discussion post tool on Canvas. To earn points, discussion igniters must be posted by midnight before the start of each class.

Posts should only be as long as necessary to provide adequate context info for other class members to get the point. Each discussion post should include three engaging questions designed to spark class discussion. Be sure to provide enough context to ensure the class can interpret the meaning of your question.

The questions that students generate will be used to spark face-to-face class discussion. As long as it’s clear to that students are making a sincere attempt to generate questions that are high-quality and engaging, they will earn the full points for each discussion igniter. Here are some questions to help spur your thinking about what content to include in discussion igniter posts:

1. What was interesting about the readings, and why? What did you learn?
2. Should students be skeptical about conclusions drawn by the readings? If so, why?
3. How do students’ professional or personal experiences relate to the content?
4. How do the ideas in these readings relate to other content presented in the course?
5. How might students apply what they learned to past, current, or future work?
6. What are the practical implications of the readings for managers in organizations?
7. What is a lingering research question that still needs to be answered?

**In-class training exercises.** Most classes will include a lecture and class discussion led by the instructor plus a training exercise. Students can earn up to 180 points (18% of course grade) by completing in-class training exercises. There are a total of 10 in-class training exercises, but the lowest score will be dropped when calculating each student’s final grade. Example exercises include case studies, problem-solving activities, reflective essays, and self-assessments. By showing up to class on time and actively participating in these class exercises, students will automatically earn 20 points.

**Quizzes.** Quizzes occur at the end of some class periods, are timed, and consist of 10 true-false questions. Once you begin, you’ll have three minutes to complete all 10 questions. These questions will cover content presented earlier in that class period and from the most recently assigned readings. You can earn up to 20 points in each quiz depending on your performance (i.e., 2 points per correct answer). No outside resources are allowed (e.g. notes, Internet, peers, etc.). If you miss class with a valid excuse, you may still complete the quiz for points independently as long as you do so before the beginning of the following class. Paper versions of the quizzes will be provided in class for those who prefer it. There will be 10 quizzes total. Your lowest of the 10 quiz scores will be dropped. Thus, you can earn up to a total of 180 (18% of final course grade) points from quizzes. You may repeat the quizzes as many times as you like for practice throughout the semester, but only your first response will be graded.

**Group** **leadership model presentation (and active audience participation).** About half-way through the semester, students will form groups of two or three and prepare a presentation teaching a popular leadership model. In total, presentations should last 25-30 minutes, include a class exercise to help reinforce content, and include a brief evaluation measure to assess student learning. Presentations should clearly describe the leadership model, including its history, the methods used to study the model, the model’s evolution over time, and the model’s unique strengths and limitations with respect to research and practice. Students should understand the specific contexts in which the model might be useful to scholars and practitioners.

There are 8 leadership models to choose from, including: (1) transformational leadership, (2) leader-member exchange (LMX); (3) authentic leadership, (4) servant leadership, (5) adaptive/complexity leadership, (6) team/shared leadership, (7) charismatic, ideological, and pragmatic (CIP) leadership, and (8) inclusive leadership.

The presentation is worth 100 points (10% of course grade). Points will be awarded by the instructor based on the quality of the content provided (e.g., accuracy, comprehensiveness, detailedness) and the extent to which the presenters engage the class (e.g., confidence, interactivity, creativity). See the group leadership model presentation rubric on Canvas for more information.

Following the presentation, students will have an opportunity to provide written feedback to the instructor about the performance of their group as well as their perspectives on individual group member’s contributions. Students who are perceived by their peers as inadequately contributing to the group’s presentation will have their individual scores docked accordingly.

A separate 40 points (4% of course grade) will be awarded to each student for active participation as an audience member during peer presentations (20 points x 2 days of presentations). These points can be earned by engaging with presenters as appropriate (e.g., asking questions, contributing to discussions, and completing activities).

**Article summary paper and presentation.** Students will individually select a course topic (see link to sign-up sheet in Assignments on Canvas), identify a peer-reviewed empirical article on the topic, summarize the article in an APA formatted paper, and present on the article to the class. In total, presentations should last approximately 10 minutes followed by 5 minutes of Q&A. Presentations should clearly describe the practical and theoretical background of the topic, research questions/hypotheses, method, results, and discussion, including potential implications for research and practice. Using PowerPoint slides is allowed but not required. Students should not read directly from their slides or notes.

The presentation is worth 100 points (10% of course grade). For help with formatting in-text citations and references, see [General tips on citing research](http://paulspector.com/research-methods/optimizing-citations-in-research-reports/). See the article presentation rubric on Canvas for more details.

**Final exam.** The final exam is comprehensive and worth up to 150 points (15% of course grade) depending on your performance. This exam will be completed in class during the final exam period specified by the college. Just like the pre-test, the final exam consists of 50 true-false questions. However, the final exam is unique in that five short essay questions will also be included. You get only one attempt, with a maximum possible score of 150. For true-false questions, each correct response will earn you 2 points (100 points total). Responses to each of the five short-essay questions can earn up to 10 points (50 points total), based on the degree to which the response demonstrates mastery of key concepts and critical thinking. Blank essay responses will receive a score of zero. No outside help of any kind is allowed (e.g., notes, Internet, peers, etc.). The final exam will take approximately one hour to complete. For those who prefer it, a paper version of the exam will be provided.

**Extra credit.** There are two opportunities for you to earn extra credit points, including the pre-course survey and student course evaluations. Each is worth up to 10 points (20 points total). The [pre-course survey](https://utapsy5342pre-survey.questionpro.com/) takes about 10 minutes to complete and will help the instructor and your peers in the class get to know you better. You can complete course evaluations for 10 extra points during the final two weeks of the semester. These course evals are anonymous, so I need you inform me upon completion using the Course Evaluation Confirmation Survey on Canvas so that I know to award you extra points.

### Technology Requirements

* [Canvas](https://uta.instructure.com/)
* [Teams](https://oit.uta.edu/services/microsoft-teams/)

## Grading Information

There are opportunities to earn up to a total of 1,020 points throughout the course, shown below:

|  |  |  |
| --- | --- | --- |
| Point opportunities | Points/opportunity | Max points possible |
| Pre-test | 1 x 20 points | 20 |
| Discussion igniter posts | 9 x 20 points | 180 |
| In-class training exercises | 9 x 20 points | 180 |
| Quizzes | 9 x 20 points | 180 |
| Group presentation + active audience participation (2 days) | (1 x 100 points) + (2 x 20 points) | 140 |
| Individual article presentation | 1 x 100 points | 100 |
| Final exam | 1 x 200 points | 200 |
| Extra credit | 2 x 10 points | 20 |
| Total |  | **1020** |

At the end of the course, your total points earned will be divided by 10 to calculate your final grade. Grades will not be curved.

### A = 930 points or above C+ = 767 to 799 points

A- = 900 to 929 points C = 733 to 766 points

B+ = 867 to 899 points C- = 700 to 732 points

B = 833 to 866 points D = 600 to 699 points

B- = 800 to 832 points F = below 600 points

## Other Course Policies

**Late Assignments and Makeup Exams**

If you miss a class and have a valid excuse (per the instructor’s evaluation), you will have until the end of the following class period to make up missed opportunities for points. However, makeup opportunities for missing the final exam period and group presentations are only available under extreme circumstances. Contact the instructor as soon as possible with a valid excuse if you know you will miss a class or major assignment.

Late assignments without a valid excuse may be completed for up to half credit up to one week following the original due date. After that, any late work will result in 0 points. Unless otherwise stated, assignments should be submitted in Canvas, and assignment deadlines will be stated in the Canvas system. When submitting an assignment in Canvas, make sure that you receive a confirmation indicating your assignment was submitted successfully. If you experience technical difficulties with the Canvas system, email your assignment to the instructor as an attachment before the deadline to receive full credit. Technical difficulties are not a valid excuse for submitting an assignment late.

**Academic Misconduct**

All students are subject to the institution’s [academic integrity policies](https://resources.uta.edu/provost/course-related-info/institutional-policies.php). At the instructor’s discretion, students who are suspected of cheating or plagiarism may be reported to the Office of the Dean of Students and may receive a zero for the assignment and/or a failing grade for the course.

**Sharing Course Materials**

You are not allowed to post materials from this course on the Internet (with the exception of Canvas submissions) or share course materials with anyone outside of this class (including other cohorts). This policy helps protect the integrity of the resources developed for this class and ensures an equal playing field for all students in future cohorts.

**Anonymous Suggestion Box**

Are youstruggling with certain concepts in the course? Are you having conflicts with someone in your group? Do you feel like you’ve been graded unfairly? Do you have ideas for alternative teaching methods or materials? You are always welcome to contact me directly about course-related issues, but if you prefer to remain anonymous, you can use the [anonymous suggestion box](https://anonymouscomment.questionpro.com/) to submit comments, questions, or suggestions to me at any point throughout the semester. I’ll do my best to address submissions quickly and effectively.

### Expectations for Out-of-Class Study

### Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend between 3 and 6 hours per week of their own time completing course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### Course-Related Grievances

The Department of Psychology is dedicated to resolving student issues in a fair and equitable manner, consistent with course policies, as well as the policies of the Department and the University. If students are experiencing an issue related to a grievance about this course, students must first attempt to resolve the issue with their instructor. If the issue cannot be resoved by discussing with the instructor, then please complete the [Department Grievance Form](https://www.uta.edu/academics/schools-colleges/science/departments/psychology/degree-programs/graduate/graduate-resources/student-grievance-form).

Students wishing to submit a grade appeal must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For university grading policies, see [Graduate Grading Policies](http://catalog.uta.edu/academicregulations/grades/#graduatetext). For student complaints, see [Student Complaints](http://www.uta.edu/deanofstudents/complaints/index.php).

## Course Schedule

The instructor reserves the right to adjust the course schedule in any way that serves the educational needs of the students enrolled in this course. For important university administrative dates, see the website of the Office of [Records and Registration](http://wweb.uta.edu/aao/recordsandregistration/) and the [Academic Calendar](http://www.uta.edu/uta/acadcal.php).

| Date | Class Agenda | Task Due (by start of class unless otherwise stated) |
| --- | --- | --- |
| FOUNDATIONS | | |
| 1/18 | Week 1: Course overview   * Student intros/leader examples (30 min) * Instructor research overview (30 min) * Break (5 min) * Syllabus overview (60 min) * Pre-test (not graded; 15 min) | * Complete the [pre-course survey](https://utapsy5342pre-survey.questionpro.com/) before noon on Tuesday, January 24th to start the course with 10 extra points. |
| 1/25 | Week 2. Defining and studying leadership   * Discussion of readings (45 min) * Lecture summary (45 min) * Break (5 min) * In-class exercise 1 (45 min) * Quiz 1 (3 min) | Required reading for discussion igniter #1:   * Northouse ch. 1 (Introduction) * Antonakis et al. (2004)   Recommended reading:   * Parry et al. (2014) |
| 2/1 | Week 3. Trait approach and gender   * Discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 2 (45 min) * Quiz 2 (3 min) | Required reading for discussion igniter #2:   * Northouse ch. 2 (trait approach) * Northouse ch. 14 (gender)   Recommended reading:   * Zaccaro et al. (2018)   Complete [group presentation preferences survey](https://utaedu.questionpro.com/t/ARAE3ZqxN8) by end of class today. |
| 2/8 | Week 4. Skills approach   * Discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 3 (45 min) * Quiz 3 (3 min) | * Required reading for discussion igniter #3: * Northouse ch. 3 (skills approach) * Mumford et al. (2017)   Recommended reading:   * Mumford et al. (2000) |
| 2/15 | Week 5. Behavioral approach   * Discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 4 (30 min) * Meet with presentation groups (15 min) * Quiz 4 (3 min) | * Required reading for discussion igniter #4: * Northouse ch. 4 (behavioral approach) * Yukl (2012)   Recommended reading:   * Banks et al. (2018) |
| 2/22 | Week 6. Situational approach   * Discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 5 (30 min) * Meet with presentation groups (15 min) * Quiz 5 (3 min) | * Required reading for discussion igniter #5: * Northouse ch. 5 (situational approach) * Northouse ch. 6 (path-goal theory)   Recommended reading:   * Vroom & Jago (2007) |
| 3/1 | Week 7. Popular leadership models – Pt. I   * First two group presentations (60 min) * Break (5 min) * Last two group presentations (60 min) | Group presentation topics   1. Transformational leadership 2. Leader-member exchange (LMX) 3. Authentic leadership 4. Servant leadership   \**Note.* Submit final presentation materials on Canvas by start of class (1 per group). |
| 3/8 | Week 8. Popular leadership models – Pt. II   * First two group presentations (60 min) * Break (5 min) * Last two group presentations (60 min) | Group presentation topics   1. Adaptive leadership 2. Shared leadership 3. CIP leadership 4. Inclusive leadership   \**Note.* Submit final presentation materials on Canvas by start of class (1 per group). |
| 3/15 | Week 9. NO CLASS (Spring break) | Believe it or not, the course is already halfway over. Please reach out to the instructor directly, or use the [anonymous suggestion box](https://anonymouscomment.questionpro.com/), to let him know how things are going. Are things clicking for you? Do certain concepts need more attention? How can the second half of the class be improved? |
| ALTERNATIVE PERSPECTIVES & APPLICATIONS | | |
| 3/22 | Week 10. Critical perspectives   * Class discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 6 (45 min) * Quiz 6 (3 min) | Required reading for discussion igniter #6:   * Northouse ch. 13 (followership) * Hunter et al. (2007a)   Recommended reading:   * Alvesson (2020) |
| 3/29 | Week 11. Leadership and ethics   * Class discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 7 (45 min) * Quiz 7 (3 min) | Required reading for discussion igniter #7:   * Northouse ch. 15 (leadership ethics) * Padilla et al. (2007)   Recommended reading:   * O’Connor et al. (1995) |
| 4/5 | Week 12. Leadership and creativity   * Class discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 8 (45 min) * Quiz 8 (3 min) | Required reading for discussion igniter #8:   * Reiter-Palmon & Illies (2004) * Hunter et al. (2007b)   Recommended reading:   * Watts et al. (2020) |
| 4/12 | Week 13. Leader identification/selection   * Class discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 9 (45 min) * Quiz 9 (3 min) | Required reading for discussion igniter #9:   * Silzer & Church (2009) * Spain (2020)   Recommended reading:   * Silzer et al. (2016) |
| 4/19 | Week 14. NO CLASS (Traveling to SIOP) |  |
| 4/26 | Week 15. Leader training/development   * Class discussion of readings (45 min) * Lecture summary (15 min) * Article presentations (30 min) * Break (5 min) * In-class exercise 10 (45 min) * Quiz 10 (3 min) | Required reading for discussion igniter #10:   * Day et al. (2014) * Reynolds et al. (2018)   Recommended reading:  Lacerenza et al. (2017) |
| 5/3 | Week 16. NO CLASS (Study week) |  |
| 5/10 | Week 17. Final Exam  Estimated time to complete: 60 min |  |

## Institutional Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

* Drop Policy
* Disability Accommodations
* Title IX Policy
* Academic Integrity
* Student Feedback Survey
* Final Exam Schedule

## Additional Information

### Face Covering Policy

The use of face coverings on campus is no longer mandatory. If a student needs accommodations to ensure social distancing in the classroom due to being at high risk they are encouraged to work directly with the Student Access and Resource Center to assist in these accommodations. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department.

### Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy:

*Class attendance is mandatory, and I take attendance at the beginning of every class. Advanced notice is required when missing class whenever possible. If you miss a class, you will have until the end of the following class period to make up missed opportunities for points. However, makeup opportunities for missing the final exam period and group presentations are only available under extreme circumstances.*

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to verify Federal Student Aid recipients’ attendance in courses. UT Arlington instructors should be prepared to report the last date of attendance as part of the final grading process. Specifically, when assigning a student a grade of F, faculty must report the last date a student attended their class based on evidence of academic engagement such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Distance education courses require regular and substantive online interaction and participation. Students must participate in online course activities to demonstrate attendance; logging into an online class is not sufficient by itself to demonstrate attendance.

### Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which can be found on a map posted in the classroom. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [Emergency Communication System](https://www.uta.edu/uta/emergency.php).

### The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com/) (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library’s hours](https://library.uta.edu/hours) of operation.

### Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](http://www.uta.edu/library/help/subject-librarians.php) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

## Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number 817-272-3381.

## Library Information

### Research or General Library Help

Ask for Help

* [Academic Plaza Consultation Services](https://library.uta.edu/academic-plaza)(library.uta.edu/academic-plaza)
* [Ask Us](http://ask.uta.edu/)([ask.uta.edu/](http://ask.uta.edu/))
* [Research Coaches](https://library.uta.edu/subject-librarians) (http://libguides.uta.edu/researchcoach)

Resources

* [Library Tutorials](https://library.uta.edu/how-to) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
* [Subject and Course Research Guides](https://libguides.uta.edu/) ([libguides.uta.edu](http://libguides.uta.edu/))
* [Librarians by Subject](https://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
* [A to Z List of Library Databases](https://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
* [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves)(https://uta.summon.serialssolutions.com/#!/course\_reserves)
* [Study Room Reservations](https://openroom.uta.edu/)(openroom.uta.edu/)

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