

Psykologiska institutionen

Course description

The Psychology of Leadership PSMT46 (7,5 credits)

The Psychology of Leadership (PSMT46)

Course content

The course covers both theoretical and practical aspects of leadership from a work and organizational psychology perspective. From a variety of starting points based on the psychological research literature, the course provides advanced knowledge of current issues relating to working life, such as the conditions of leadership and their effects for managers, employees and organizations.

Course structure

Instruction is given in the form of lectures and seminars. The lectures address different aspects of leadership linked to research in work and organizational psychology. In connection to the lectures, there are seminars, where the contents of the lectures are discussed in relation to the assigned articles for each seminar. Each of the four seminars focuses on two articles. There will be one or two discussion leaders for each article. All students shall submit a document that briefly discusses the content and implications of each article to be read for the respective seminar (see Instructions for literature seminars).

The course concludes by an individual written home-examination, based on the course literature (and selected additional literature), and an examination seminar. During the examination seminar, each student will serve as opponent on another student's examination paper.

Intended learning outcomes

Upon completion of the course, students are expected to be able to:

- Understand, analyze and critically review the meaning, conditions and effects of leadership in organizations from a theoretical and practical psychological perspective;
- Independently define relevant questions that highlight practical aspects of leadership from a psychological perspective;
- Assess, review critically, present orally, and provide feedback on scholarly works on leadership.

Knowledge assessment and examination

Grades in the course are given according to the seven-point ECTS scale (A, B, C, D, E, Fx, F). The final examination of the course is in the form of an individually authored paper based on main concepts presented in the course. The paper should itself include 3,500–4,500 words (excluding the cover page and the reference list). The paper is assessed according to the following criteria:

- Identification of a relevant research question;
- Connection to the course literature and other theoretical and empirical literature relevant to the assignment;
- Clarity and structure of the description;
- Inclusion of reflection and original reasoning about the problem.

Course requirements

The following requirements must also be met to receive a final grade in the course:

- Attendance at the seminars (absence is compensated for by a compensation assignment);

- Submission of a document that discusses each article for each of the four seminars (late submission is compensated for by a compensation assignment);
- Active participation in the four literature seminars and the examination seminar.

Re-examination

Students who have not been approved at the ordinary examination will be given the opportunity to have their examination paper examined at a time close by. Students whose paper has failed twice have the right to request that another teacher be appointed to review and determine the grade of the course. The request for this must be made to the body that has appointed teachers to determine the grade of the course.

Grading criteria

Grade	Criterion
A	Excellent. <i>The expected study outcomes have been reached to an exceptionally high degree.</i> The student is able to combine concepts, theories, and models to explain actual examples and is also able to point out the explicatory limitations of the concepts/theories/models through reference to the nature of the actual examples or to alternative theoretical views. The student engages in argumentation and discussion independent of the literature and in a manner that creates new syntheses and lines of reasoning that go beyond the course literature.
B	Very good. <i>The expected study outcomes have been reached to a very high degree.</i> The student is able to combine and compare concepts, theories, and models to explain actual examples. The student engages in independent argumentation and discussion in a manner that goes beyond the course literature and that, to some degree, creates new syntheses.
C	Good. <i>The expected study outcomes have been reached to a high degree.</i> The student is able to apply the concepts, theories, and models from the literature to explain actual examples. The student is able, to some degree, to draw independent connections between the various theories and lines of reasoning presented in the literature.
D	Satisfactory. <i>The expected study outcomes have been satisfactorily reached.</i> The student is able to describe the concepts, theories, and models in his/her own words. The student is able to refer to the concepts, theories, and models when discussing actual examples.
E	Adequate. <i>The expected study outcomes have been reached despite some deficiencies.</i> The student is able to define the concepts and describe what the theories and models are meant to explain. The student is able to utilize such lines of reasoning to some extent to describe the processes occurring in actual examples.
Fx	Fail, some additional work required <i>The learning outcomes have not been reached.</i> In one or more areas the level of performance is judged to reflect “certain deficiencies that must be resolved,” but “unsatisfactory” was not judged to apply to any single area. Compensatory work is required.
F	Fail, much additional work required <i>Completely insufficient.</i> The learning outcomes have not been reached and reaching them is not judged to be possible. The level of performance in one or more areas is judged to be “unsatisfactory.”

Plagiarism, cheating and unauthorized cooperation

It is included in your responsibility as a student to be aware of the examination rules at Stockholm University. Detailed information is available both at the web pages of the Department of Psychology and Stockholm University (www.su.se/regelboken). Teachers are obliged to report suspicion about cheating and plagiarism to the principal and the disciplinary board. Plagiarism and cheating are always disciplinary matters and can lead to shutting off from studies. One example of plagiarism is to verbatim (word-by-word), or almost verbatim, copy a text (this also concerns occasional sentences) without quoting the source of the text. This also concerns texts that you have yourself authored previously (self-plagiarism) and text generated by AI tools. To be involved in study groups (i.e., the smaller units within seminar groups) is developing and time efficient, but when it comes to examination tasks you will need to make sure that you are working on your own (if nothing else is instructed) in order not to risk that any collaboration will be considered unauthorized.

Instructors

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Literature

Book (available as e-book at the SU library)

Barling, J. (2014). *The science of leadership: Lessons from research for organizational leaders*. Oxford: Oxford University Press.

Articles (to be downloaded using the SUKAT account)

General

- Badura, K. L., Grijalva, E., Galvin, B. M., Owens, B. P., & Joseph, D. L. (2020). Motivation to lead: A meta-analysis and distal-proximal model of motivation and leadership. *Journal of Applied Psychology*, 105(4), 331–354. <https://psycnet.apa.org/doi/10.1037/apl0000439>
- Kaluza, A. J., Boer, D., Buengler, C., & van Dick, R. (2020). Leadership behavior and leader self-reported well-being: A review, integration and meta-analytic examination. *Work & Stress*, 34(1), 34–58. <https://doi.org/10.1080/02678373.2019.1617369>
- Uhl-Bien, M., Riggio, R. E., Lowe, K. B., Carsten, M. K. (2014). Followership theory: A review and research agenda. *The Leadership Quarterly*, 25, 83–104. <http://dx.doi.org/10.1016/j.leaqua.2013.11.007>
- Van knippenberg, D. & Sitkin, S. B. (2013). A critical assessment of charismatic transformational leadership research: Back to the drawing board? *The Academy of Management Annals*, 7(1), 1–60. <https://doi.org/10.5465/19416520.2013.759433>

Organizational change

- Bayraktar, S. (2019). How leaders cultivate support for change: Resource creation through justice and job security. *The Journal of Applied Behavioral Science*, 55(2), 213–234. <https://doi.org/10.1177/0021886318814455>
- Dumas, C. & Beinecke, R. H. (2018). Change leadership in the 21st century. *Journal of Organizational Change Management*, 31(4), 867–876. <https://doi.org/10.1108/JOCM-02-2017-0042>

Pay & performance

- Malmrud, S., Falkenberg, H., Eib, C., Hellgren, J., & Sverke, M. (2020). Just what I see? Implications of congruence between supervisors' and employees' perceptions of pay justice for employees' work-related attitudes and behaviors. *Frontiers in Psychology, 11*, 2069. <https://doi.org/10.3389/fpsyg.2020.02069>
- Ng, T. W. H. (2017). Transformational leadership and performance outcomes: Analyses of multiple mediation pathways. *The Leadership Quarterly, 28*(3), 385–417. <https://psycnet.apa.org/doi/10.1016/j.leaqua.2016.11.008>

Dysfunctional leadership

- Lian, H., Ferris, D. L., Morrison, R., & Brown, D. J. (2014). Blame it on the supervisor or the subordinate? Reciprocal relations between abusive supervision and organizational deviance. *Journal of Applied Psychology, 99*(4), 651–664. <https://psycnet.apa.org/doi/10.1037/a0035498>
- Schyns, B. & Schilling, J. (2013). How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. *The Leadership Quarterly, 24*(1), 138–158. <https://doi.org/10.1016/j.leaqua.2012.09.001>

Leadership development and training

- Avolio, B. J., Reichard, R. J., Hannah, S. T., Walumbwa, F. O., & Chan, A. (2009). A meta-analytic review of leadership impact research: Experimental and quasi-experimental studies. *The Leadership Quarterly, 20*(5), 764–784. <https://doi.org/10.1016/j.leaqua.2009.06.006>
- Lacerenza, C. N., Reyes, D. L., Marlow, S. L., Joseph, D. L., & Salas, E. (2017). Leadership training design, delivery, and implementation: A meta-analysis. *Journal of Applied Psychology, 102*(12), 1686–1718. <https://psycnet.apa.org/doi/10.1037/apl0000241>