



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO
Bryan School of Business and Economics

Course Syllabus
BUS722 Organizational Leadership
Summer Session 1 2021

Faculty: Dr. Jun Michelle Yang

Office: 350 Bryan Building

Telephone: 336-334-3465 (in the transition to Microsoft Teams)

Zoom Link:

<https://uncg.zoom.us/j/97615198149?pwd=MWtPN2QxZUI0YitaYUgxckVra3dKQT09>

Email: j_yang25@uncg.edu

Course Web Site: <http://courses.uncg.edu>

Class Hours: Monday 8:00 pm-10:00 pm Optional Guest Speaker Session & Office Hour

Wednesday 8:00pm-10:00pm Synchronous Session

Other days/times by appointment via email

Course Descriptions and Objectives

This course offers an introduction to established and emerging theories and contemporary research on leadership. The objectives are 1) to understand and reflect on the core theories, concepts, and challenges facing researchers, 2) to identify exciting new areas for research, 3) to sharpen skills in theorizing, writing, and reviewing; and 4) to develop your scholarship as an independent thinker, sophisticated writer, constructive collaborator, and developmental reviewer.

Readings will include research articles and chapters that are conceptual/theoretical in nature, original empirical studies, research literature reviews, and meta-analyses. The seminar itself will be a collaborative effort between the students and instructor aimed at producing thoughtful analysis and discussion. As a doctoral student you are making the transition from being a consumer of research findings (e.g., reading textbooks, listening to experts) to being a more critical and discerning consumer of research, as well as a producer of new knowledge. This

course will also facilitate this transition by providing some foundations for theory development, as well as guidance on critically analyzing research methodology.

Student Learning Outcomes

Upon successful completion of this course, students should be able to

- 1) Expose to the broad foundations to leadership research.
- 2) Familiar with research methodologies for leadership research
- 3) Become effective contributors of research related to any environment in which "leaders" and "followers" interact.

Class Format

This course is a small Ph.D. seminar, which means that most of the action happens because of students reading, participating, and taking the lead in class discussions. To make valuable contributions to our seminar, it is essential for all students to prepare for each class and participate actively. This means reading and thinking critically about assignments before zoom calls and making quality contributions to class discussions by listening carefully to the comments of others and building upon their ideas.

Given the plethora of approaches to leadership in organizational scholarship, it is important to approach readings in this seminar with a critical mind, and to form your own assessment of the readings in the following general areas. This should serve as a basis for seminar discussions.

Evaluation Criteria

Grading Components	%	SCALE
<i>Theoretical/Conceptual Paper</i>	Total is 45%	A: 94-100 A-: 90-93.9 B+:86.0-89.9 B:82.0-85.9 B- 78.0-81.9 C+: 74.0-77.9 C: 70.0-73.9 F: 69.9 or below *decimals will be rounded up/down
• Phase 1: Topic Selection	5%	
• Phase 2: Detailed Outline	5%	
• Phase 3: First Draft	10%	
• Phase 4: Final Draft	25%	
Peer-Review	10%	
Reading Summaries	5% * 3 = 15%	
Student-led Discussions	30%	
Round-table Presentations of the final paper	No credit will be assigned	

Theoretical/Conceptual Paper (1-3 student group)

A major theoretical paper is due near the end of the semester. This paper should be a thoughtful, conceptual piece not dissimilar in form or quality from something you might find published in the *Academy of Management of Review*. I expect the paper to be of publishable quality. An oral presentation of each paper will be made at the last class meeting of the semester. This presentation will be treated as a professional conference presentation.

I have high expectations for your papers, so the sooner you get to work on it, the more opportunity you will have to think through the issues and develop an interesting original piece of work. Remember: On your course paper as well as on weekly papers, we are interested in your own creative ideas. A comprehensive review article that merely tells us what every piece of research in that particular area said doesn't interest us, nor should it you. However, a paper that critically reviews prior research, challenges fundamental assumptions, provides evidence to support your case, and proposes a new perspective would be quite interesting. Consult the attached document as you prepare your papers: the editorial in the *Journal of Management* by the editor, Daniel Feldman, entitled WHAT ARE WE TALKING ABOUT WHEN WE TALK ABOUT THEORY?

To help structure your work on the course paper, breaking up the larger task into smaller units might be useful. Thus, the following agenda will be followed:

Phase 1: I would first like you to spend some time thinking about a topic. Do some *reading on your own*, come and talk to me about it, or talk with other faculty if you like. Think of what interests you, then begin to narrow it down. Most of your initial topic selections will be far too broad. You cannot write a paper on "Performance" (a book perhaps, but not a paper!). However, you could write a paper on "The Individual Antecedents of Job Performance." (*Due on Sunday, May 23rd*)

Phase 2: I would like you to develop a detailed outline of your paper (5 to 10 pages), along with supporting references. Do not underestimate the amount of detail or time this may take. This is a critical step in developing the macrostructure of your paper. (*Due on Sunday, May 30th*)

Phase 3: You will submit a first submission of the paper to me as if you were submitting it to a journal (including a submission letter). Before the next class meeting, your class peers and I will give you a "journal-type" review. (*Manuscript Due on Thursday, June 10th, Reviews Due on Tuesday, June 15th*).

Phase 4: You will submit a revised manuscript with point-by-point responses to the "reviewer" comments from Phase 3. (*Due on June 20th*)

All exact due dates are at 11:59 pm on the due days, and they should be submitted via Canvas. Please do not email your assignments to me. Papers should be typed, double-spaced using 12-point Times Roman font, and they should be written using standard APA format (see *Publication Manual of the American Psychological Association, 7th Edition, 2019*). Furthermore, I expect

you to prepare this paper for submission to me with the same care and high-quality approach that you would employ when submitting a paper to a journal.

Peer Reviews

Each student will write one peer-reviews for their classmate's papers. Imagine that you are conducting a review for either *Academy of Management Journal*, *Academy of Management Review*, or *Journal of Applied Psychology*. Your reviews should be constructively critical and make addressable specific suggestions for improving the paper's framing, contribution, theory and hypothesis development, integration of the appropriate literature, and research design (where applicable).

Resources: Below are some guidance questions that may be helpful for to you to consider when you review others' research. Additional guidance is provided by AMJ in their AMJ Reviewer Resources: <https://aom.org/research/publishing-with-aom/reviewer-resources>. Click on *AMJ* under "Reviewer Resources by Journal." → "Sample Reviews Written by the Editors" → select micro-sample reviews.

Guiding Questions
<ul style="list-style-type: none">○ In general, what are the strengths of this draft?○ In general, what are the weaknesses of this draft?○ Does the draft fit within each of the guidelines for each section of the assignment? Why and why not?○ Was it easy to understand what the author was trying to say?○ Does the article make a theoretical contribution (i.e., does it extend, create, or test theory)?○ Does it change the conversation in the field or contribute to the current conversation?○ Is the topic novel?○ Are the empirical methods well-argued? Are they of sound design? Are they rigorous? If no to any of these, what would improve the empirical methods?

Article Summaries

Students will be required to submit one-page (single or double space) article summaries for 1-3 readings per week (to be assigned in the 1st class). These should be shared with the professor and other classmates. This is not an excuse not to read the other articles. Indeed, you should be doing summaries for each article. These will be useful in preparing for comprehensive examinations and future paper writing. Templates for article summaries are attached in the end of this syllabus.

Student-Led Discussion Weekly

There will be four student-led discussions in this course, and each student will sign up for one topic they are interested in, and those who choose the same topic will form a group to work on the discussions. The choice of topic will be self-sign-up via a designated website on a first-come and first-serve basis.

During the one-hour student-led discussion, the group will lead the integration of the assigned readings that week and stimulate free thoughts and discussions on the weekly topics. The student discussion team is not to provide simple summaries of the readings but to analyze, critique, and encourage discussions among all participating students and move along topics. The student discussion team can be creative in provoking interesting ideas, perspectives, and thoughts using different forms of exercise. As a discussion leader, your team should be exceptionally well prepared for class, as you will be responsible for guiding the analysis and integration of the readings. As discussion leader, students should be prepared to structure the session so that we:

- Discuss individual readings
- Compare and contrast perspectives
- Summarize primary themes and contributions of the overall set of readings
- Identify gaps and potential areas for future research

One of the most useful tools of the discussion leader is a set of thought-provoking discussion questions (prepared in advance) to stimulate engaging class interaction. This is a recommended suggestion but not necessarily required. It is also the duty of the discussion leader to promote full participation by all members of the class, to keep the discussion on the topic, to encourage thoughtful debate, and to keep the class conversation moving forward.

Here are some discussion questions to consider:

- 1) What is the theoretical motivation?
- 2) What is the scope of the research and its basic argument? What are its strengths and weaknesses?
- 3) If you disagree with the argument, what would it take to convince you?
- 4) What are the scope conditions? Under what circumstances and for what kinds of contexts is the argument meant to apply?
- 5) What differentiates this argument from others? Can these differences be resolved theoretically or through an empirical test?
- 6) What, if any, alternative explanations or theories might account for empirical findings?
- 7) How does the research contribute to the overall body of scholarship on leadership?
- 8) Can you give some alternative theoretical frameworks to explain the results?
- 9) What future studies can be done based on these readings?

Round-Table Presentations (Not Graded)

At the end of our course, we will have round-table presentations via Zoom. Students will be assigned into breakrooms to present their final paper (15 minutes presentation and 5 minutes Q&A). The round-table presentations will have a pre-designed meeting program; each break room will choose a session facilitator to keep the time log. When it is not your session, you are free to enter other break rooms to sit in others' presentations. Just like a mini-conference!

Guest Speaker Sessions (Not Graded)

Each week, I will invite guest speakers to come to our zoom room to chat with the students about their research. These sessions will be on Mondays (8-10 pm Est). Participation in these guest speaker sessions is not required but strongly encouraged. I will not grade your participation either. I believe these sessions are valuable for professional development as a scholar in our field.

Guest speakers are selected based on the topic of that week. Usually, they are authors of the assigned readings. Some of them are established researchers, and some are junior faculty members. It will be an excellent courtesy to read their work before the guest speaker sessions, thus facilitating meaningful discussion.

Template for Article Summaries:

- I. Overall questions
 - a. What is the research question?
 - b. Why is it important?
 - c. How is it addressed?

- II. Theory
 - a. Is the theory logically consistent?
 - b. What assumptions does the theory make about human nature? About organizations? How tenable are those assumptions?
 - c. Is the theory compelling? Do you buy it? Why?
 - d. Is the paper well integrated into the literature? Which literature?
 - e. Do the hypotheses/propositions follow from the theory or do they seem post hoc?
 - f. What is the basic formulation of the theory (independent variables, dependent variables, and relationship between them)
 - g. Describe how the authors used the theory they adopted to develop each of the hypotheses.

- III. Research Design (for empirical papers)
 - a. What is the design? (e.g., experimental, qualitative, meta-analysis)
 - b. How are the independent variables operationalized? Are they appropriate?
 - c. How are the dependent variables operationalized? Are they appropriate?
 - d. What is the sample? Is it appropriate?
 - e. What are the other potentially influential variables? If and how are they controlled for?
 - f. How well is the data analyzed? Why are these analyses selected? Is the data interpretation adequate?
 - g. What are your overall conclusions about the design of the study?

- IV. Results (for empirical papers)
 - a. What were the results?
 - b. Were they credible?

- V. Conclusions
 - a. What are the strengths and weaknesses of this work?
 - b. At the time the study was published, did the results add to our knowledge of Organizational Behavior?
 - c. What are the theoretical and practical implications of this work?
 - d. What are the most important questions, tests, and hypotheses?

Class Schedule

	Topics	Assignment
Week #1 May 10 ~ May 14	General perspectives and overviews of the state of the field	
	Monday	Opening Session synchronous session 8-10 pm EST
	Tuesday	Thought Paper 1 and Reading Summaries Due
	Wednesday	Synchronous Session
Week #2 May 17 ~ May 23	The "full-range" model of leadership and charisma	
	Monday	Optional Guest Speaker Session (confirmed) 8-10pm EST
	Tuesday	Thought Paper 2 and Reading Summaries Due
	Wednesday	Synchronous Session 8-10 pm EST
	Sunday	Phase 1: Proposal Topic Due
Week #3 May 24 ~ May 30	Other leadership styles (Instrumental, Servant, Ethical, Empowering)	
	Monday	Optional Guest Speaker Session (Confirmed) 8-10 pm EST
	Tuesday	Thought Paper 3 and Reading Summaries Due
	Wednesday	Synchronous Session 8-10 pm EST
	Sunday	Phase 2: 5-10 Page Outline Due
Week #4 May 31 ~	Shared and relational perspectives (including LMX), and followership	

June 6	Monday	Happy Memorial Day!	No schoolwork 🐱
	Tuesday		Thought Paper 4 and Reading Summaries Due
	Wednesday	Synchronous Session 8-10pm EST	Student-Led Discussion Team 3
Week #5	Miscellaneous other topics		
June 7 ~	Monday	Optional Guest Speaker Session (TBD)	
June 13	Tuesday		Reading Summaries Due
	Wednesday	Synchronous Session 8-10pm EST	Student-Led Discussion Team 4
	Thursday	Prepare submission of first draft of the paper	Draft of the Paper Due submitted to the two peer reviewers, and the instructor
Week #6	Work on the Revisions and Presentations		
June 14 ~	Tuesday	Prepare the reviews	Peer-Reviews Due (From the Peers and Instructors)
June 20	Wednesday	Synchronous Session 8-10pm EST	Presentations of the Final Paper
	Saturday	Work on the revised paper and response letter	Revised Final Paper due, and Response Letter due.

Reading List (Full Citations)

Week 1: General perspectives and overviews of the state of the field

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology*, *60*, 421-449.

Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, *25*(1), 36-62.

Gardner, W. L., Lowe, K. B., Meuser, J. D., Noghani, F., Gullifor, D. P., & Cogliser, C. C. (2020). The leadership trilogy: A review of the third decade of the leadership quarterly. *The Leadership Quarterly*, *31*(1), 101379.

Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., & Eagly, A. H. (2017). Leadership in applied psychology: Three waves of theory and research. *Journal of Applied Psychology*, *102*(3), 434-451.

Meuser, J. D., Gardner, W. L., Dinh, J. E., Hu, J., Liden, R. C., & Lord, R. G. (2016). A network analysis of leadership theory: The infancy of integration. *Journal of Management*, *42*(5), 1374-1403.

Banks, G. C., Gooty, J., Ross, R. L., Williams, C. E., & Harrington, N. T. (2018). Construct redundancy in leader behaviors: A review and agenda for the future. *The Leadership Quarterly*, *29*(1), 236-251.

Zhao, H., & Li, C. (2019). A computerized approach to understanding leadership research. *The Leadership Quarterly*, *30*(4), 396-416.

Lee, A., & Carpenter, N. C. (2018). Seeing eye to eye: A meta-analysis of self-other agreement of leadership. *The leadership quarterly*, *29*(2), 253-275.

Week 2: The "full-range" model of leadership and charisma

Antonakis, J., Bastardo, N., Jacquart, P., & Shamir, B. (2016). Charisma: An Ill-Defined and Ill-Measured Gift. *Annual Review of Organizational Psychology and Organizational Behavior*, *3*(1), 293-319.

Banks, G. C., Engemann, K. N., Williams, C. E., Gooty, J., McCauley, K. D., & Medaugh, M. R. (2017). A meta-analytic review and future research agenda of charismatic leadership. *The Leadership Quarterly*, *28*(4), 508-529.

Yammarino, F. J., Dubinsky, A. J., Comer, L. B., & Jolson, M. A. (1997). Women and transformational and contingent reward leadership: A multiple-levels-of-analysis perspective. *Academy of Management Journal*, 40(1), 205-222.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. *Journal of Applied Psychology*, 89(5), 755–768.

Van Knippenberg, D., & Sitkin, S. B. (2013). A critical assessment of charismatic—transformational leadership research: Back to the drawing board? *Academy of Management Annals*, 7(1), 1-60.

Lovelace, J. B., Neely, B. H., Allen, J. B., & Hunter, S. T. (2019). Charismatic, ideological, & pragmatic (CIP) model of leadership: A critical review and agenda for future research. *The Leadership Quarterly*, 30(1), 96-110.

Banks, G. C., McCauley, K. D., Gardner, W. L., & Guler, C. E. (2016). A meta-analytic review of authentic and transformational leadership: A test for redundancy. *The leadership quarterly*, 27(4), 634-652.

Week 3: Other leadership styles (Instrumental, Servant, Ethical, Empowering)

Lemoine, G. J., Hartnell, C. A., & Leroy, H. (2019). Taking stock of moral approaches to leadership: An integrative review of ethical, authentic, and servant leadership. *Academy of Management Annals*, 13(1), 148-187.

Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *The leadership quarterly*, 30(1), 111-132.

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.

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational behavior and human decision processes*, 97(2), 117-134.

Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The leadership quarterly*, 17(6), 595-616.

Mayer, D. M., Aquino, K., Greenbaum, R. L., & Kuenzi, M. (2012). Who displays ethical leadership, and why does it matter? An examination of antecedents and consequences of ethical leadership. *Academy of management journal*, 55(1), 151-171.

Sidani, Y. M., & Rowe, W. G. (2018). A reconceptualization of authentic leadership: Leader legitimation via follower-centered assessment of the moral dimension. *The leadership quarterly*, 29(6), 623-636.

Avolio, B. J., Wernsing, T., & Gardner, W. L. (2018). Revisiting the development and validation of the authentic leadership questionnaire: Analytical clarifications. *Journal of Management*, 44(2), 399-411.

Cheong, M., Yammarino, F. J., Dionne, S. D., Spain, S. M., & Tsai, C. Y. (2019). A review of the effectiveness of empowering leadership. *The Leadership Quarterly*, 30(1), 34-58.

Antonakis, J., & House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *The Leadership Quarterly*, 25(4), 746-771.

Week 4: Shared and relational perspectives (including LMX), and followership

Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future. *Journal of management*, 38(6), 1715-1759.

Rockstuhl, T., Dulebohn, J. H., Ang, S., & Shore, L. M. (2012). Leader–member exchange (LMX) and culture: A meta-analysis of correlates of LMX across 23 countries. *Journal of Applied Psychology*, 97(6), 1097–1130.

Martin, R., Guillaume, Y., Thomas, G., Lee, A., & Epitropaki, O. (2016). Leader–member exchange (LMX) and performance: A meta-analytic review. *Personnel psychology*, 69(1), 67-121.

Sparrowe, R. T., & Liden, R. C. (1997). Process and structure in leader-member exchange. *Academy of management Review*, 22(2), 522-552.

Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *The leadership quarterly*, 25(1), 83-104.

Bastardo, N., & Van Vugt, M. (2019). The nature of followership: Evolutionary analysis and review. *The Leadership Quarterly*, 30(1), 81-95.

Week 5: Miscellaneous other topics

McClellan, S. T., Barnes, C. M., Courtright, S. H., & Johnson, R. E. (2019). Resetting the clock on dynamic leader behaviors: A conceptual integration and agenda for future research. *Academy of Management Annals*, 13(2), 479-508.

Lord, R. G., Epitropaki, O., Foti, R. J., & Hansbrough, T. K. (2020). Implicit leadership theories, implicit followership theories, and dynamic processing of leadership information. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 49-74.

Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The leadership quarterly*, 25(1), 63-82.

Judge, T. A., Piccolo, R. F., & Kosalka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *The leadership quarterly*, 20(6), 855-875.

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.

Georgakakis, D., Heyden, M. L., Oehmichen, J. D., & Ekanayake, U. I. (2019). Four decades of CEO-TMT interface research: A review inspired by role theory. *The Leadership Quarterly*, 101354.

Connelly, S., & Gooty, J. (2015). Leading with emotion: An overview of the special issue on leadership and emotions. *The Leadership Quarterly*, 4(26), 485-488.

Bono, J. E., & Judge, T. A. (2004). Personality and transformational and transactional leadership: a meta-analysis. *Journal of applied psychology*, 89(5), 901.

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(1), 36.

Carter, D. R., DeChurch, L. A., Braun, M. T., & Contractor, N. S. (2015). Social network approaches to leadership: An integrative conceptual review. *Journal of Applied Psychology*, 100(3), 597.

Eagly, A. H., & Carli, L. L. (2003). The female leadership advantage: An evaluation of the evidence. *The leadership quarterly*, 14(6), 807-834.

Paustian-Underdahl, S. C., Walker, L. S., & Woehr, D. J. (2014). Gender and perceptions of leadership effectiveness: A meta-analysis of contextual moderators. *Journal of applied psychology*, 99(6), 1129.

Bono, J. E., Braddy, P. W., Liu, Y., Gilbert, E. K., Fleenor, J. W., Quast, L. N., & Center, B. A. (2017). Dropped on the way to the top: Gender and managerial derailment. *Personnel Psychology*, 70(4), 729-768.

Collins, B. J., Burrus, C. J., & Meyer, R. D. (2014). Gender differences in the impact of leadership styles on subordinate embeddedness and job satisfaction. *The leadership quarterly*, 25(4), 660-671.