

Course Code	HP4281
Course Title	Psychology of Leadership
Pre-requisites	HP1000 Introduction to Psychology, HP1100 Fundamentals of Social Science Research HP3801 Psychology in the Workplace
No of AUs	4

Course Aims

This course provides you with a theory-based, integrative, hands-on, practical view of leadership from individual and organizational perspectives. This course will introduce you the skills to apply a working knowledge of leadership models and theories, personality, and values in leadership situations from a leader or manager perspective to organisational practice and research. You will distil useful and practical concepts from each theory, which will be reinforced with individual interactive on-line activities, self-assessments and case study discussions designed to highlight practical application and personal skills and leadership styles.

Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Describe, compare and contrast the major psychological theories of leadership.
2. Critically assess and evaluate various psychological theories of leadership.
3. Apply leadership theory to real-life case studies.
4. Develop a leadership intervention.
5. Identify and evaluate one's own leadership styles.

Course Content

- Introduction
- Trait approach
- Leadership Skills and Styles approach
- Situational and Contingency approach
- Path-goal theory
- Leader-member Exchange theory
- Transformational leadership
- Servant and Authentic leadership
- Team leadership
- Strategic and Adaptive leadership
- Culture and Ethics

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Continuous Assessment 1 (CA1): Academic essay	1, 2, 3,	*Competence	20%	Individual

2. CA2: Group assignment	1, 2, 3, 4	*Communication, Creativity & Competence	20%	Team
3. CA3: Class participation	1, 2, 3, 4, 5	*Communication, Creativity, Competence	20% (12% team 8% individual)	Individual / Team
4. CA4: In class test	1, 2, 4	*Competence	40%	Individual
Total			100%	

Continuous Assessment 1 (CA1): You are required to write an argumentative essay around a selected topic in the psychology of leadership. Reference articles will be provided to guide your thinking around the topic, but you are expected to go beyond these papers to develop your essay. The word limit for the essay is 3000 words. The purpose of this assignment is to get you thinking more broadly about research paradigms related to the study of psychology, and in particular, the psychology of leadership. This assignment is also designed to test your critical and applied thinking, and to practice applying this knowledge to the field of leadership as an applied practitioner.

Continuous Assessment 2 (CA2): In a group, you are to design a leadership intervention for your selected case scenario. Your group will then be required to present the strategy in the form of a proposal pitch. The purpose of this assignment is to assess your ability to apply psychological principles to achieve real-world outcomes as an applied psychologist.

Continuous Assessment 3 (CA3): The components that contribute to class participation comprise of a group case study presentation, a weekly reflections journal, and completion of a leadership self-assessment and 360 leadership appraisal. The purpose of this component is to give you insight into your leadership style and the types of assessments leaders in the industry go through. There are some parts of this component that are graded and others where you simply need to complete them. This should not be seen as an onerous part of the assessment process but rather an opportunity for self-development.

Formative feedback

Questions and clarifications will be invited at the start of every lecture and will be addressed in line with the content where appropriate. If a more in-depth response is required, the response to the questions will be posted on Blackboard post the seminar.

You will participate in class presentations and case study discussions every lecture, and these will be debriefed to give feedback on the key takeaway points, and how leadership theories apply to real-life outcomes.

Lecture FAQs will be posted on Blackboard after every lecture to highlight the key critical thinking questions and learning points of each lecture, and to encourage you to reflect on each lecture and relate these to the overall purpose of the course.

Assignment 1: You will receive individual feedback in response to your essays when they are returned to you. A summative group feedback will also be posted on Blackboard.

Group presentations: Each group will receive specific written feedback about their presentations, and summative feedback on the class' presentations in general and common learning points that will benefit the entire class will be posted on Blackboard.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lecture	Interactive lectures on each topic to introduce you to the relevant concepts, knowledge areas, and practical concerns.
Presentation	Team based learning – allows students to facilitate discussions, apply theoretical and practical knowledge learnt to real-world problems.
Reflection	Keeping a reflections log encourages you to participate actively in class, ingrain learnings, and develop a deeper understanding of your own leadership styles.

Reading and References

Rowe, W. G., & Guerrero, L. (2016). Cases in leadership (4th ed.). Sage.

Recommended Reference:

Northouse, P. G. (2013). Leadership: Theory and practice (6th ed.) Thousand Oaks, CA: Sage

See “planned weekly schedule” for additional readings for each week. Additional readings will be uploaded onto Blackboard each week.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Participation in in-class activities plays a significant part to your learning. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Assignments

You are required to submit all assignments by the stipulated due dates. No requests for extension of deadlines will be entertained. Assignment submissions will be accepted up to one week past the deadline, but there will be a late penalty incurred for all late submissions.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introduction	1, 2, 3	<ul style="list-style-type: none"> Rowe & Guerrero, 4th ed: Chapter 1 Leadership and the Job of the Executive (Drucker, 1999)
2	Trait Approach	1, 2, 3, 5	<ul style="list-style-type: none"> Rowe & Guerrero, 4th ed: Chapter 2 Understanding the Motivation to Lead (Chan & Drasgow, 2001) Emotional Intelligence and Effective Leadership (Palmer et. al., 2001)
3	Leadership Skills and Styles	1, 2, 3, 5	<ul style="list-style-type: none"> Rowe & Guerrero, 4th ed: Chapter 3 & 4 Three Factor Leadership Model (Englert, Seymour, & Johnstone, 2006)
4	Situational Approach	1, 2, 3, 5	<ul style="list-style-type: none"> Rowe & Guerrero, 4th ed: Chapter 5 Theory of Work Performance (Blumberg & Pringle, 1982) Situational Leadership (Blanchard, Zigarni, & Nelson, 1993)
5	Contingency Approach	1, 2, 3, 5	<ul style="list-style-type: none"> Rowe & Guerrero, 3rd ed: Chapter 6 (Blackboard) Contingency Model of Leadership Effectiveness (Ayman, Chemers, & Fiedler, 1995)
6	Path-Goal Theory	1, 2, 3, 5	<ul style="list-style-type: none"> Rowe & Guerrero, 3rd ed: Chapter 7 (Blackboard) Path Goal Theory (Schriesheim & von Glinow, 1977) Goal Setting and Task Motivation (Locke & Latham, 2002)

7	Leader-Member Exchange	1, 2, 3, 5	<ul style="list-style-type: none"> · Rowe & Guerrero, 4th ed: Chapter 6 · Leader Member Exchange (Graen & Uhl-Bien, 1995)
8	Transformational Leadership	1, 2, 3, 5	<ul style="list-style-type: none"> · Rowe & Guerrero, 4th ed: Chapter 7 · Transformational and Transactional Leadership (Judge & Piccolo, 2004) · Five Factor Model of Personality and Transformational Leadership (Ployhart, Lim & Chan, 2001)
9	Servant and Authentic Leadership	1, 2, 3, 5	<ul style="list-style-type: none"> · Rowe & Guerrero, 4th ed: Chapter 8 & 9 · Servant Leadership Questionnaire (Liden et. al., 2008) · Servant Leadership Survey (Dierendonck & Nuijten, 2011)
10	Team Leadership	1, 2, 3, 5	<ul style="list-style-type: none"> · Rowe & Guerrero, 4th ed: Chapter 11
11	Strategic and Adaptive Leadership	1, 2, 3, 4, 5	<ul style="list-style-type: none"> · Rowe & Guerrero, 4th ed: Chapter 10 & 12
12	Culture and Ethics	1, 2, 3, 4, 5	<ul style="list-style-type: none"> · Rowe & Guerrero, 4th ed: Chapter 14 & 15
13	In-class test	1, 2, 4	<ul style="list-style-type: none"> · Nil