Western University
Department of Psychology
Psychology 9622F
Motivation and Leadership
Fall 2023
See Student Centre for course times and locations.

Tenative Course Outline

Enrollment Restrictions
Enrollment in this course is restricted to graduate students in Industrial and Organizational Psychology, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Instructor and Teaching Assistant Information
Instructor: Dr. John P. Meyer
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Course Description
This seminar course is designed to familiarize students with theory and research on motivation and leadership in a work context. We will discuss classic and modern theories of motivation and leadership and critically evaluate the research that has been conducted to test them. Implications for the design of motivation systems and for the selection and development of managers will also be addressed.

Course Format
Classes will be held in person.

Course Learning Outcomes/Objectives
This course will introduce students to classic and modern psychological theories pertaining to work motivation and leadership in organizations. Students will also be introduced to the research strategies used to evaluate theories and will learn to critically evaluate both theory and research. Throughout the course, emphasis will also be placed on the practical applications of theory and research, including their implications for work design, compensation systems, and manager training and development. Attention will also be given to the changing nature of work, workers, and working as we consider motivation and leadership in the modern workplace.

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

1. Be familiar with classic and modern theories of work motivation and leadership
2. Be familiar with the research methodology used in the evaluation of motivation and leadership theory.
3. Critically evaluate both theory and research methodology, understanding both strengths and limitations
4. Understand how motivation and leadership theory can be applied in the workplace.

Course Materials
For required course readings, see Class Schedule; readings will be made available through the course website on OWL

Methods of Evaluation
The course grade will be based on four components: a) class participation (20%), b) written assignments (30%), c) an in-class-presentation (10%), and d) a term paper (40%)

Participation. Participation grades will be based on preparation for class and active involvement in class discussion. Each week, a list of discussion issues will be assigned to complement the reading. All students should be prepared to discuss these issues in class.

Written Assignments. Students will be given four short (300-word) written assignments throughout the course, two pertaining to work motivation and two pertaining to leadership (see the Course Timeline for dates, topics, and readings). For any three of these assignments, students will be required to read the assigned articles and prepare a written report sharing their thought on the topic. These thought papers should be submitted by email to the instructor by 5pm on the Monday before the class when it is to be discussed. Each thought paper will be worth 5% of the final grade.

Presentations. In-class presentations are scheduled for the last three weeks of class. Final decisions about topics and dates for presentation will be made in class on October 24. Presentations should be 45 minutes in length (including 5-10 minutes for questions and discussion) per student. Students should be prepared to assign readings for the class (approximately 20 pages) one week before their presentation. Grades will be based on content and the clarity of the presentation. See Appendix for more detail.

Term Paper. A term paper (4000 words, excluding references) based on the in-class presentation will be due on December 11 by 11:55pm.

Course Timeline

Week	Date	Topics / Assignments	Readings Due (see reference list for full citation)
1	Sept. 12	Introduction	
2	Sept. 19	Overview and Classic Theories of Work Motivation & Behaviour	Diefendorff & Chandler (2011, pp. 65-94) Greenberg, J. (2011, pp. 271-286, skim rest)
3	Sept. 24	Modern Theories of Work Motivation: Goal Setting and Self-regulation Assignment: Subconscious motives: Ethics, practicality, and implications of subconscious motives for human agency and self-regulation Assignment Reading: Chen et al. (2021)	Diefendorff & Chandler (2011, 94-106) Bandura, A. (1989) Locke & Latham (2002)
4	Oct. 3	Modern Theories of Work Motivation: Self-determination Theory and Work Engagement	Deci et al. (2017, pp. 19 – 32) Bakker et al. (2023, pp. 25-41)
5	Oct. 10	Applications of Motivation Theory: Compensation and Work Design Assignment: Pros and cons of performance-based compensation Deci et al. (2017) (pp. 32-37) Gerhart & Fang (2014).	Diefendorff & Chandler (2011, pp. 106-114) Bucklin et al. (2022) Humphrey et al. (2007) Focus on pp. 1332-1338 and 1339-1348 and skim rest. Demerouti (2022)
6	Oct. 17	Overview and Classic Theories of Leadership	House & Aditya (1997; pp. 409-430). Vroom & Jago (2007) Yukl (2012) Zaccarro (2007)

Week	Date	Topics / Assignments	Readings Due (see reference list for full citation)
7	Oct. 24	Modern Theories of Leadership Assignment: Critique the critiques of Transformational Leadership / LMX Theory (select one). Can/should transformational leadership / LMX theories be dismissed or salvaged? Transformational Leadership Van Knippenberg & Sitkin (2013) Wang et al. (2011) LMX Theory Gottfredson et al. (2020) Dulebohn et al. (2012)	House & Aditya (1997; pp. 430-453). Diaz-Sáenz, H.R. (2011).
8	Oct. 31	Reading Week	
9	Nov. 7	New Genre Leadership Theories / Destructive Leadership Assignment: Discuss the role that ethics should play in leadership theory and development. Do the new genre theories strike the right balance? Hannah et al. (2014) Mumford & Fried (2014).	Hoch et al. 2018) Mackey et al. (2019)
10	Nov. 14	Applications of Leadership Theory: Leader & Leadership Development	McCauley & Paulus (2021) Guthey & Jackson (2011)
11	Nov. 21	Special Topics / Student Presentations	TBA
12	Nov. 28	Student Presentations	TBA
13	Dec. 5	Student Presentations	TBA

Statement on Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All

papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Health/Wellness Services
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Accessible Education Western (AEW)
Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

References

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Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, *44*(9), 1175-1183

Bucklin, B.R., Li, A., Rodriguez, M.M., Johnson, D.A., & Eagle, L.M. (2022). Pay for performance: Behavior-based recommendations from research and practice. Journal of Organizational Behavior Management, 44(2), 309-335.

Deci, E.L., Olafsen. A.H., & Ryan, R.M. (2017). Self-determination theory in work organizations: The state of the science. *Annual Review of Organizational Psychology and Organizational Behavior*, *4*, 19-43.

Diaz-Sáenz, H.R. (2011). Transformational leadership. In Bryman, A., Collinson, D., Grint, K., Jackson, B., & Uhl-Bein, M. (Eds.), Sage Handbook of Leadership (pp. 299-310). Thousand Oaks, CA: Sage Publications, Inc.

Diefendorff, J.M., & Chandler, M.M. (2011). Motivating employees. In S. Zedeck (Ed.) *APA Handbook of industrial and organizational psychology* (Vol. 3, pp. 65-135). Washington, DC: APA.

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Gottfredson, R.K., Wright, S.L., & Heapy, E.D. (2020). A critique of the leader-member exchange construct: Back to square one. *Leadership Quarterly*, *31*(6), 101385.

Greenberg, J. (2011). Organizational justice: The dynamics of fairness in the workplace. In S. Zedeck (Ed.) *APA Handbook of industrial and organizational psychology* (Vol. 3, pp. 271-327). Washington, DC: APA.

Guthey, E., & Jackson, B. (2011). Cross-cultural leadership revisited. In Bryman, A., Collinson, D., Grint, K., Jackson, B., & Uhl-Bein, M. (Eds.), Sage Handbook of Leadership (pp. 165-178). Thousand Oaks, CA: Sage Publications, Inc.

Hannah, S.T., Sumanth, J.J., Lester, P., & Cavarretta, F. (2014). Debunking the false dichotomy of leadership idealism and pragmatism: Critical evaluation and support of the newer genre leadership theories. Journal of Organizational Behavior, 35, 598-621

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. Journal of Management, 44(2), 501–529. Focus on pp. 501-509 & 520-526.

House, R.J., & Aditya, R.N. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, *23*(3), 409-473.

Humphrey, S.E., Nahrgang, J.D., & Morgeson, F.P. (2007). Integrating motivational, social, and contextual work design featurex: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, *92*, 1332-1356.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, *57*, 705-717.

Mackey, J.D., McAllister, C.P., Maher, L.P., & Wang, G. (2019). Leaders and followers behaving badly: A meta-analytic examination of curvilinear relationships between destructive leadership and followers' workplace behaviors. *Personnel Psychology*, *72*, 3-47.

McCauley, C.D., & Palus, C.J. (2021). Developing the theory and practice of leadership development. *Leadership Quarterly*, 101456.

Mumford, M.D. & Fried, Y. (2014). Give them what they want or give them what they need? Ideology in the study of leadership. Journal of Organizational Behavior, 35, 622-634

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.

Vroom, V.H., & Jago, A.G. (2007). The role of the situation in leadership. *American Psychologist*, 62(1), 17-24.

Wang, G., Oh, I-S, Courtright, S.H., & Colbert, A.E. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group and Organization Management*, *36*(2), 223-270.

Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management Perspectives*, 26*,* 67-84.

Zaccaro, S.J. (2007). Trait-based perspectives of leadership. *American Psychologist*, *62(1), 6-16.*

Appendix

Term Paper and In-class Presentation

A term paper (4000 words, excluding references) will be due by 11:55pm on *December 11*. **Late papers will be penalized at a rate of 5% per day.** Ideally, the paper will address a topic that goes beyond or complements those discussed in class or the readings. The following are examples of potential topics, but students are free to select other topics of relevance. Students must submit a 300-word summary, along with a few key references, to the instructor for approval by **October 17**.

- Implications of the changing workplace for motivation/leadership
- Evidence-based interventions for employee engagement or leadership development
- Motivating contract or gig workers
- Motivation/leadership from an evolutionary perspective
- Contributions of neuroscience to understanding motivation/leadership
- Crisis/change leadership
- 'Romance' of leadership
- Gender differences in leadership
- Culture differences in leadership
- Leading virtually
- Followership
- Critical evaluation of X leadership (X = identity, empowering, paradoxical, humble, shared, etc.)

The format of the paper will depend on the topic and intended audience (e.g., academic and/or practitioners), but should address the following as relevant:

1. Why is the issue important?
2. What do we know currently and what are the gaps in our understanding?
3. How does theory and/or research on this topic contribute beyond 'main stream' motivation or leadership theory?
4. What is unique about the personal quality and/or situation involved that requires special attention?
5. What is the evidence that supports a particular 'intervention'?