



APPLIES TO ACADEMIC YEAR 2005/2006

## GRA 2239 Leadership in Organizations

### Program

Master of Science in Business (Organizational Psychology), Master of Science in Leadership and Organizational Psychology, Specialization Course

### Responsible for the course

Astrid Richardsen, Jan Ketil Arnulf

### Department

Leadership and Organizational Management

### Term

According to study plan

### ECTS Credits

6

### Objective

Leadership is a complex issue, and as an academic field, it is persistently stimulated and challenged by inputs from practice, from marketing fads and from the re-invention of old ideas. The purpose of this course is to provide graduate students with the following three knowledge bases:

1. How has "leadership" been conceptualized theoretically in the social sciences, and how have these theories evolved?
2. What is the current status of empirical leadership research, with a special emphasis on:
3. What can be said about leadership development from an academic perspective?

### Prerequisites

Bachelor Degree in Economics, Marketing or Equivalent

### Compulsory literature

#### Books:

Yukl, Gary. 2005. Leadership in Organizations. 6th ed. Upper Saddle River: Prentice Hall

#### Collection(s) of articles:

A compendium (on Blackboard). See course description

### Recommended literature

#### Books:

Bass, B.M. 1997. Does the transactional-transformational leadership paradigm transcend organizational boundaries?. American Psychologist. 52, 130-139

Judge, T. A., Colbert, A. E., & Ilies, R. 2004. Intelligence and Leadership: A Quantitative Review and Test of Theoretical Propositions. Journal of Applied Psychology. 89, 542-552

### Course outline

Regular lectures are interspersed with group presentations of contrasting views on leadership with the aim of creating group discussions about the ramifications of the various theories.

### Computer-based tools

Blackboard/homepage

### Course structure

The course duration is 36 hours and include lectures, group discussions, seminars/minor workshops. Students are expected to attend regularly and participate actively in the class.

### Evaluation

Students are required to make class presentations in groups and write a term paper.

Presentations and term paper will be weighted 20% and 80%, respectively, in the final grade.

**Evaluation code(s)**

GRA22391 for 100% Final Grade

**Aids at the examination****Makeup exam**

Re-takes are only possible at the next time a course will be held. When course evaluation consists of class participation or process elements, the whole course must be re-evaluated when a student wants to retake an exam. Retake examinations entail an extra examination fee.

The compulsory compendium (on Blackboard) of articles including:

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. 2002. "Personality and leadership: A qualitative and quantitative review." *Journal of Applied Psychology*, 87, 765-780. ISSN 0021-9010.

DeGroot, T., Kiker, D.S., & Cross, T.C. 2000. "A meta-analysis to review organizational outcomes related to charismatic leadership." *Canadian Journal of Administrative Sciences*, 17, 356-371. ISSN 0825-0383.

Dumdum, U.R., Lowe, K.B., & Avolio, B.C. 2002. A meta-analysis of the transformational and transactional leadership correlates of effectiveness and satisfaction: an update and extension. In B.J. Avolio, & F.J. Yammarino, eds. *Transformational and charismatic leadership: the road ahead* (pp. 35-66). Amsterdam: JAI Press. ISBN 0-7623-0962-8.

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, 36-51. ISSN 0021-9010.

Yukl, G., Gordon, A., & Taber, T. 2002. "A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research." *Journal of Leadership and Organizational Studies*, 9, 15-32.

Gerstner, C. R., & Day, D. V. 1997. "A meta-analytic review of leader-member exchange theory: constructs and issues." *Journal of Applied Psychology*, 82, 827-844. ISSN 0021-9010.

Grae, G. B., & Uhl-Bien, M. 1995. "Relationship based approach to leadership: Development of leader-member-exchange (LMX) theory of leadership over 25 years: Applying multi-level multi-domain perspective." *The Leadership Quarterly*, 6, 219-247. ISSN 1048-9843.

Day, D. V. 2000. "Leadership development: A review in context." *Leadership Quarterly*, 11, 581-613. ISSN 1048-9843.

Fiedler, F. E. 1996. "Research on leadership selection and training: one view of the future." *Administrative Science Quarterly*, 41, 241-250. ISSN 0001-8392.

Newman, D. A., Kinney, T., & Farr, J. L. 2004. Multisource feedback. In J. C. Thomas & M. Hersen, eds. *Comprehensive handbook of psychological assessment. Volume 4. Industrial and organizational assessment* (pp. 390-412). Hoboken, NJ: Wiley. ISBN 0-471-41610-x.

Dalessio, A. T. 1998. "Using multisource feedback for employee development and personnel decisions." In James W. Smither, ed. *Performance appraisal: State of the art in practice*. San Francisco: Jossey Bass. ISBN 0-7879-0945-9. (Pp. 278 – 331, 53 pages).