



PSYC 571 - 001 Work Motivation & Leadership
Tuesdays, 11:00 am - 1:50 pm
John Mason Peck Hall, Room 3311 | Spring Term 2024

Instructor: David Fisher, Ph.D.

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Zoom Link: <https://siue.zoom.us/j/2489978006> (appointment required)

Office Hours: Mondays & Wednesdays, 12:00PM - 1:00PM (please email if you plan to attend)

COURSE TEXT AND ADDITIONAL REQUIREMENTS

- Latham (2012). *Work Motivation: History, Theory, Research, & Practice* (2nd ed.). Sage.
- Northouse (2022). *Leadership: Theory & Practice* (9th ed.). Sage.
- All other course materials will be made available on Blackboard (see below).
- Full technical requirements for students can be found here: <https://kb.siue.edu/104656>.

COURSE DESCRIPTION AND OBJECTIVES

Welcome to Work Motivation & Leadership! The purpose of this course is to provide students with a foundation in theory, research, and practice in the areas of workplace leadership and motivation. With regard to leadership, topics will include (but are not necessarily limited to) trait, skills, behavioral, situational, and transformational perspectives. For motivation, topics will include (but are not necessarily limited to) distal, mid-range, and proximal internal/external determinates of motivation, as well as integrative theories and perspectives.

Student Learning Outcomes—upon completion of the course students should be able to:

- Demonstrate an understanding of important principles and/or concepts related to the workplace leadership literature.
- Demonstrate an understanding of important principles and/or concepts related to the workplace motivation literature.
- Convey information about theory, research, and practice concerning leadership and motivation in written and verbal form.
- Self-reflect about personal strength and weaknesses regarding one's own leadership and motivational capacities.

COURSE STRUCTURE AND EVALUATION

Class time will consist of lectures, discussion, activities, and assessments that will help you develop a better understanding of the topics of workplace leadership and motivation. It is important that you complete the required readings before coming to class. Likewise, all assignments and coursework are due before class on the date indicated in this syllabus. No late assignments will be accepted. Unless otherwise noted, all assignments, exams, and coursework will be submitted electronically via Blackboard. Grades are based on:

- **Syllabus Check & Electronic Device Agreement (2 points combined).** Students will be required to complete a syllabus check assignment and sign an electronic device agreement. Failure to complete these items will result in being dropped from the class.
- **Multiple Choice Question Creation x10 (3 points each week, 30 points combined).** For each week with assigned readings, students will submit three multiple choice questions based on the readings. A document will be provided with further information.
- **Class Facilitations x2 (40 points each, 80 points combined).** Students will conduct two class facilitations throughout the semester (one each for leadership and motivation). This will involve giving a presentation and facilitating a 1 hour 15-minute session related to a leadership/motivation topic, with the purpose of helping the class gain a deeper understanding of that topic. A week prior to the facilitation date, students will submit the chosen topic and a reading list on which their presentation/facilitation will be based, per the course schedule below. A document will be provided with further information, along with assigned dates for facilitation presentations.
- **Research Proposal or Applied Project (50 points).** Students will choose either a research proposal or an applied project. For the research proposal, students would write an 8–12-page paper proposing a research study related to class topics. For the applied project, students would write an 8–12-page technical report describing an applied project focusing on class topics. Students selecting the applied project option are responsible for finding and securing agreement from a client/organization, which then needs to be approved by the instructor. Students will be required to submit their chosen topic as well as various drafts prior to the final submission, per the course schedule below. A document will be provided with further information.
- **Paper / Project Presentation (20 points).** Toward the end of the semester, students will give a presentation that summarizes either their research proposal or applied project (see above) to the class. A document will be provided with further information.
- **Exams x2 (50 points each, 100 points combined).** Students will complete two exams (one each for leadership and motivation). Exams will be made available on Blackboard for a 24-hour period on the day of the scheduled exam, per the course schedule below.
- **Reflection Papers x2 (20 points each, 40 points combined).** Students will complete two self-reflection papers (one each for leadership and motivation). A document will be provided with further information.
- **Professionalism (8 points).** Students are expected to behave in a professional manner. This includes, among other things, attending class, coming to class on time, attentively listening to lectures, contributing to discussions, and being respectful of others' comments and contributions. This also includes not being distracted, operating a cell phone, or using your computer for non-class related purposes (for example, surfing the Web, checking email, using Facebook, etc.).
- **Extra Credit (4 points):** Students have the option of providing a 2–3-page summary of a “suggested reading” listed below. Depending on the quality of the summary, students can receive additional points toward their final grade.

SUMMARY OF POINTS

Graded Item	Points	Percent
Syllabus Check & Device Agreement	2	0.61%
Multiple Choice Question Creation	30	9.09%
Class Facilitations x 2	80	24.24%
Research Paper or Applied Project	50	15.15%
Paper / Project Presentation	20	6.06%
Exams x2	100	30.30%
Reflection Papers x2	40	12.12%
Professionalism	8	2.42%
Extra Credit	4	1.21%
Total Points (w/out Extra Credit):	330	100.00%
Total Points (w/ Extra Credit):	334	101.21%

FINAL GRADES

Percent in Course	Letter Grade
90-100%.....	A
80-89.99%.....	B
70-79.99%.....	C
60-69.99%.....	D
0-59.99%.....	F

COURSE SCHEDULE

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 01, 1/9	Overview of Course	—	—
Week 02, 1/16	Introduction to Leadership & Trait Approach	<ul style="list-style-type: none"> • Northouse textbook (Chapters 1-2). • Lord et al. (2017). Leadership in applied psychology: Three waves of theory and research. <i>Journal of Applied Psychology</i>, 102, 434–451. • Van Iddekinge et al. (2009). Test of a multistage model of distal and proximal antecedents of leader performance. <i>Personnel Psychology</i>, 62, 463-495. • SUGGESTED: Avolio et al. (2009). Leadership: Current theories, research, and future directions. <i>Annual review of psychology</i>, 60, 421-449. • SUGGESTED: Judge et al. (2002). Personality and leadership: A qualitative and quantitative review. <i>Journal of Applied Psychology</i>, 87, 765–780. • SUGGESTED: Resick et al. (2009). The bright-side and the dark-side of CEO personality: Examining core self-evaluations, narcissism, transformational leadership, and strategic influence. <i>Journal of Applied Psychology</i>, 94, 1365–1381. 	<ul style="list-style-type: none"> • Syllabus Check • Device Agreement • MC Questions • Wk. 3 Facilitation Topic & Readings • Paper/Project Topic
Week 03, 1/23	Skills & Behavioral Approaches Student 1 Facilitation	<ul style="list-style-type: none"> • Northouse textbook (Chapters 3-4). • Behrendt et al. (2017). An integrative model of leadership behavior. <i>The leadership quarterly</i>, 28, 229-244. • Judge et al. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. <i>Journal of Applied Psychology</i>, 89, 36–51. • SUGGESTED: Mumford et al. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. <i>The leadership quarterly</i>, 18, 154-166. • SUGGESTED: Yukl et al. (2019). Effectiveness of broad and specific leadership behaviors. <i>Personnel Review</i>, 48, 774-783. 	<ul style="list-style-type: none"> • MC Questions • Wk. 4 Facilitation Topic & Readings
Week 04, 1/30	Situational Approach & Path-Goal Theory Student 2 Facilitation	<ul style="list-style-type: none"> • Northouse textbook (Chapters 5-6). • Podsakoff et al. (1995). Searching for a needle in a haystack: Trying to identify the illusive moderators of leadership behaviors. <i>Journal of Management</i>, 21, 422-470. • SUGGESTED: House (1971). A path goal theory of leader effectiveness. <i>Administrative science quarterly</i>, 321-339. 	<ul style="list-style-type: none"> • MC Questions • Wk. 5 Facilitation Topic & Readings
Week 05, 2/6	Leader-Member Exchange & Transformational Leadership Student 3 Facilitation	<ul style="list-style-type: none"> • Northouse textbook (Chapters 7-8). • Dulebohn et al. (2012). A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future. <i>Journal of Management</i>, 38, 1715-1759. • Wang et al. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. <i>Group & organization management</i>, 36, 223-270. • Bono & Judge (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. <i>Academy of management journal</i>, 46, 554-571. • SUGGESTED: Ilies et al. (2007). Leader-member exchange and citizenship behaviors: a meta-analysis. <i>Journal of applied psychology</i>, 92, 269-277. • SUGGESTED: Townsend et al. (2000). Employee retaliation: The neglected consequence of poor leader-member exchange relations. <i>Journal of Occupational Health Psychology</i>, 5, 457-463. • SUGGESTED: Bono & Judge (2004). Personality and Transformational and Transactional Leadership: A Meta-Analysis. <i>Journal of Applied Psychology</i>, 89, 901–910. • SUGGESTED: Judge & Piccolo (2004). Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. <i>Journal of Applied Psychology</i>, 89, 755–768. 	<ul style="list-style-type: none"> • MC Questions • Wk. 6 Facilitation Topic & Readings

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 06, 2/13	Gender, Ethics, & Other Considerations Student 4 Facilitation	<ul style="list-style-type: none"> • Northouse textbook (Chapters 14-15). • Lyness & Heilman (2006). When fit is fundamental: Performance evaluations and promotions of upper-level female and male managers. <i>Journal of Applied Psychology</i>, 91, 777–785. • Hogan et al. (2011). Management derailment. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology</i>, Vol. 3. Maintaining, expanding, and contracting the organization (pp. 555–575). American Psychological Association. • SUGGESTED: Dinh et al. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. <i>The leadership quarterly</i>, 25, 36-62. • SUGGESTED: Hoch et al. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. <i>Journal of management</i>, 44, 501-529. • SUGGESTED: Riggio (2008). Leadership development: The current state and future expectations. <i>Consulting Psychology Journal: Practice and Research</i>, 60, 383-392. 	<ul style="list-style-type: none"> • MC Questions • Paper/Project Draft 1
Week 07, 2/20	Guest Speaker Virtual Class Session	—	<ul style="list-style-type: none"> • Leadership Self-Reflection Paper
Week 08, 2/27	Exam Day	—	<ul style="list-style-type: none"> • Exam 1 *by end of day
Week 09, 3/5	Spring Break	—	—
Week 10, 3/12	Introduction to Motivation & Internal-Distal Determinants (E.g., Needs, Dispositions)	<ul style="list-style-type: none"> • Latham textbook (Chapters 6-7). • Kanfer et al. (2017). Motivation related to work: A century of progress. <i>Journal of Applied Psychology</i>, 102, 338-355. • Ramlall (2004). A review of employee motivation theories and their implications for employee retention within organizations. <i>Journal of American academy of business</i>, 5, 52-63. • SUGGESTED: Latham textbook (Chapter 1-2). • SUGGESTED: Brett & Stroh (2003). Working 61 plus hours a week: Why do managers do it? <i>Journal of applied psychology</i>, 88, 67-78. 	<ul style="list-style-type: none"> • MC Questions • Wk. 11 Facilitation Topic & Readings
Week 11, 3/19	Internal-Mid-Range Determinants (E.g., Goal Orientation, Goal Setting) Student 1 Facilitation	<ul style="list-style-type: none"> • Latham textbook (Chapter 9). • Locke & Latham (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. <i>American psychologist</i>, 57, 705-717. • Payne et al. (2007). A meta-analytic examination of the goal orientation nomological net. <i>Journal of Applied Psychology</i>, 92, 128–150. • SUGGESTED: Latham textbook (Chapter 3-4). • SUGGESTED: Schweitzer et al. (2004). Goal setting as a motivator of unethical behavior. <i>Academy of management journal</i>, 47, 422-432. • Porter (2005). Goal Orientation: Effects on Backing Up Behavior, Performance, Efficacy, and Commitment in Teams. <i>Journal of Applied Psychology</i>, 90, 811–818 	<ul style="list-style-type: none"> • MC Questions • Wk. 12 Facilitation Topic & Readings • Paper/Project Draft 2
Week 12, 3/26	Internal-Proximal Determinants (E.g., Expectancies, Self-Regulation) Student 2 Facilitation	<ul style="list-style-type: none"> • Sanchez et al. (2000). Development and examination of an expectancy-based measure of test-taking motivation. <i>Journal of applied psychology</i>, 85, 739-750. • Lord et al. (2010). Self-regulation at work. <i>Annual review of psychology</i>, 61, 543-568. • Tett & Fisher (2021). Personality dynamics in the workplace: An overview of emerging literatures and future research needs. <i>The handbook of personality dynamics and processes</i> (pp. 17-18 ONLY). • SUGGESTED: Latham textbook (Chapter 5). • SUGGESTED: Van Eerde & Thierry (1996). Vroom's expectancy models and work-related criteria: A meta-analysis. <i>Journal of Applied Psychology</i>, 81, 575–586. • SUGGESTED: Vancouver & Day (2005). Industrial and organisation research on self-regulation: From constructs to applications. <i>Applied Psychology</i>, 54, 155-185. 	<ul style="list-style-type: none"> • MC Questions • Wk. 13 Facilitation Topic & Readings

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 13, 4/2	External Determinants (E.g., Rewards, Job Characteristics) Student 3 Facilitation	<ul style="list-style-type: none"> • Latham textbook (Chapter 8). • Stajkovic & Luthans (1997). A meta-analysis of the effects of organizational behavior modification on task performance, 1975–95. <i>Academy of Management Journal</i>, 40, 1122-1149. • Hackman & Oldham (1976). Motivation through the design of work: Test of a theory. <i>Organizational behavior and human performance</i>, 16, 250-279. • SUGGESTED: Kluger & DeNisi, (1996). The effects of feedback interventions on performance: a historical review, a meta-analysis, and a preliminary feedback intervention theory. <i>Psychological bulletin</i>, 119, 254-284. • SUGGESTED: Cropanzano & Rupp (2003). An overview of organizational justice: Implications for work motivation. <i>Motivation and work behavior</i> (pp. 82-95). 	<ul style="list-style-type: none"> • MC Questions • Wk. 14 Facilitation Topic & Readings
Week 14, 4/9	Integrative Theories & Other Complexities (E.g., Self-Determination, Motivated Action Theory, Resource Allocation) Student 4 Facilitation	<ul style="list-style-type: none"> • Latham textbook (Chapter 10). • Deci et al. (2017). Self-determination theory in work organizations: The state of a science. <i>Annual review of organizational psychology and organizational behavior</i>, 4, 19-43. • DeShon & Gillespie (2005). A motivated action theory account of goal orientation. <i>Journal of Applied Psychology</i>, 90, 1096-1127. • Kanfer & Ackerman (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. <i>Journal of applied psychology</i>, 74, 657-690. • SUGGESTED: Lee et al. (2003). Personality and the goal-striving process: The influence of achievement goal patterns, goal level, and mental focus on performance and enjoyment. <i>Journal of Applied Psychology</i>, 88(2), 256–265. • SUGGESTED: Guo et al. (2014). The mediating role of intrinsic motivation on the relationship between developmental feedback and employee job performance. <i>Social Behavior and Personality: an international journal</i>, 42, 731-741. • SUGGESTED: Cellar et al. (2011). Trait goal orientation, self-regulation, and performance: A meta-analysis. <i>Journal of Business and Psychology</i>, 26, 467-483. • SUGGESTED: Porath & Bateman (2006). Self-Regulation: From Goal Orientation to Job Performance. <i>Journal of Applied Psychology</i>, 91, 185–192. 	<ul style="list-style-type: none"> • MC Questions • Paper/Project Final
Week 15, 4/16	Exam Day	—	<ul style="list-style-type: none"> • Exam 2 *by end of day
Week 16, 4/23	Paper / Project Presentations	—	<ul style="list-style-type: none"> • Extra Credit
Week 17, TBD	Finals Week	—	<ul style="list-style-type: none"> • Motivation Self-Reflection Paper

CLASS POLICIES AND OTHER INFORMATION

Blackboard/Paperless Class

All course announcements, assignments, and other postings will be done through Blackboard. To the extent possible, all documents will be provided electronically, as opposed to being printed out. Likewise, all assignments should be submitted electronically, as opposed to printed out. Blackboard will also serve as your primary means of communicating with your fellow students and me. It is your responsibility to ensure that the e-mail account that you have listed with the University is a valid and working account so that we can communicate effectively. Otherwise, you will be responsible for the lack of communication. Additional information and resources can be found at <https://www.siu.edu/its/bb/students/tutorials.shtml>.

Respect for Intellectual Property and NO Recording

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Changes to Syllabus and Class

The instructor reserves the right to make changes to this syllabus as currently presented, in order to accommodate the learning pace of students, and if such changes help achieve the learning objectives of this course. This includes the possibility of switching to online learning if circumstances make this necessary or prudent.

Emergency Situations

Under extreme circumstances, students will be allowed to submit assignments late without a penalty or reschedule an exam date. Such circumstances must be unforeseen, unavoidable, and of a serious nature (for example, car accidents, serious medical emergencies, deaths in the family, documented COVID diagnosis). In other words, printer jams, planned appointments, and similar excuses do not count. In all cases, written and verifiable documentation must be presented. I reserve final judgment with respect to whether a situation constitutes an extreme circumstance or not.

Academic Integrity/Plagiarism/Misconduct

This course adheres to the SIUE's policies and procedures related to academic misconduct. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment in the class, or dismissal from the University, per the SIUE academic dishonesty policy (<http://www.siu.edu/policies/1i6.shtml>). Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code (<http://www.siu.edu/policies/3c2.shtml>). Students are responsible for being familiar with these policies and procedures. The use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited. This course will utilize 'Turn It In' plagiarism and AI detection software (<https://www.siu.edu/its/turnitin/>).

Student Support and Accommodations

Students needing accommodations because of medical diagnosis, major life impairment, or other life circumstances will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing to myaccess@siue.edu or by calling 618-650-3726. Students who qualify for accommodations should inform the instructor as soon as possible to arrange for their needs and obtain support for the class. In addition, students have access to counseling services on campus (<https://www.siue.edu/counseling/>). You can make an appointment by calling 618-650-2842.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. The Hub (<https://www.siue.edu/csdi>) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu.

By providing your name, signature, and date below, you certify that you have read and understand all policies and information in this syllabus. If you have questions, please contact the instructor immediately.

Print name: _____

Signature: _____

Date: _____