IB3H8-15 Leadership

23/24

Department
Warwick Business School
Level
Undergraduate Level 3
Module leader
Dawn Eubanks
Credit value
15
Module duration
10 weeks
Assessment
Multiple
Study location
University of Warwick main campus, Coventry

Description

Introductory description

This is an elective module available for WBS and non-WBS students.

The principal module aims are:

1. To developing students' understanding of the principles underlying leadership in government, industry, and society.
2. Review of research on leadership and management, examining topics such as leadership skills, leading changes in organizations, leader-follower relationships, and leadership tactics.
3. To encourage students to take the theoretical aspects of leadership and relate them to real situations.

[Module web page](#)

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Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This is an upper level management course intended to provide students with an understanding of the principles underlying leadership in government, industry, and society. The course will review research on leadership and management, examining topics such as leadership skills, leading changes in organizations, leader-follower relationships, and leadership tactics. This course will take the theoretical aspects of leadership and relate them to real situations. Students will participate in various exercises to analyze leadership strategies and assess leadership strengths and weaknesses.

- Approaches to leadership research (trait-based, skill based, relationship-based, etc.)
- Dyadic Relations and Followership
- Outstanding Leadership Theories
- Transactional and Transformational Leadership
- Leadership and Ethics
- Leading for Innovation
- Implicit Leadership Theories
- Contingency Theories
- Gender and Leadership

Learning outcomes

By the end of the module, students should be able to:

- Identify and critique leadership styles based on various theories discussed.
- Understand the strengths and weaknesses of various leadership styles based on context.
- Understand what makes a good or bad/effective or ineffective leader.
- Understand leader-follower relationships.
- Identify causes of dysfunctional leadership and propose strategies for change.
- Apply imagination, inventiveness and critical thinking to the module content.
- Develop critical reflexivity towards the module content and examples of practice.

Indicative reading list

Text: Yukl, G. A. & Gardner, W. L. (2019). Ninth Edition Leadership in Organizations, Global Edition. Upper Saddle River, N.J.: Pearson Education Inc.
Secondary text: Northouse, P. G. (2021). Ninth Edition Leadership, International Student Edition. Thousand Oaks, CA: Sage.

Alvesson, M. & Einola, K. (2019). Warning for excessive positivity: Authentic leadership and other traps in leadership studies. The Leadership Quarterly, 30, 383-395.

Adams, R. B. (2016). Women on boards: The superheroes of tomorrow? The Leadership Quarterly, 27, 371-386.

Amabile, T.M. & Kramer, S.J. (2012)How leaders kill meaning at work.McKinsey Quarterly, January 2012.

Anderson, H. J., Baur, J. E., Griffith, J. A., & Buckley, M. R. (2017). What works for you may not work for (Gen)Me: Limitations of present leadership theories for the new generation. The Leadership Quarterly, 28, 245-260.

Antonakis, J. & Eubanks, D. L. (2017). Looking leadership in the face. Current Directions in Psychological Science, 26, 270-275.

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, 508-529.

Burnes, B., Hughes, M., & By, R. T. (2018). Reimagining organisational change leadership. Leadership, 12, 141-158.

Gottfredson, R. K. & Reina, C. S. (2020). Exploring why leaders do what they do: An integrative review of the situation-trait approach and situation-encoding schemas. The Leadership Quarterly, 31, 1-20.

Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. Psychological Review, 109, 573- 598.

Eubanks, D. L., Antes, A L., Friedrich, T. L., Caughron, J. J., Blackwell, L. V., Bedell-Avers, K. E., & Mumford, M. D. (2010). Criticism and outstanding leadership: An evaluation of leader reactions and critical outcomes. The Leadership Quarterly, 21(3) 365-388.

Offermann, L. R. & Coats, M. R. (2018). Implicit theories of leadership: Stability and change over two decades. The Leadership Quarterly, 29, 513-522.

Glass, C. & Cook, A. (2015). Leading at the top: Understanding women's challenges above the glass ceiling. The Leadership Quarterly, 27, 51-63.

Grabo, A., Spisak, B. R., van Vugt, M. (2017). Charisma as a signal: An evolutionary perspective on charismatic leadership. The Leadership Quarterly, 28, 473-485.

Kaptein, M. (2017). The moral entrepreneur: A new component of ethical leadership. Journal of Business Ethics, 156, 1135-1150.

Martin, R., Thomas, G., Legood, G., & Russo, S. D. (2018). Leader-member exchange (LMX) differentiation and work outcomes: Conceptual clarification and critical review. Journal of Organizational Behavior, 39, 151-168.

Hughes, D. J., Lee, A., Wei Tian, A., Newman, A., & Legood, A. (2018). Leadership, creativity, and innovation: A critical review and practical recommendations. The Leadership Quarterly, 29, 549-569.

Ligon, G.S., Hunter, S.T. & Mumford, M.D. (2008). Development of outstanding leadership: A life narrative approach. The Leadership Quarterly, 19 (3) 312-334.

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, 96-110.

Mumford, M. D., Todd, E. M., Higgs, C. & McIntosh, T. (2017). Cognitive skills and leadership performance: The nine critical skills. The Leadership Quarterly, 28, 24-39.

Mumford, M.D. & Van Doorn, J.R.(2001). The leadership of pragmatism - Reconsidering Franklin in the age of charisma. The Leadership Quarterly, 12 (3) 279-309.

Oc, B. (2018). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. The Leadership Quarterly, 29, 218-235.

Piccolo, R. F.; Greenbaum, R., Den Hartog, D. N., & Folger, R. (2010). The relationship between ethical leadership and core job characteristics. Journal of Organizational Behavior, 31, 259–278.

Shondrick, S. J., & Lord, R. G. (2010). Implicit Leadership and Followership Theories: Dynamic Structures for Leadership Perceptions, Memory, and Leader-Follower Processes. International Review of Industrial and Organizational Psychology, 25(1), 1–33.

Siangchokyoo, N., Klinger, R., & Campion, Em. D. (2020). Follower transformation as the linchpin of transformational leadership theory: A systematic review and future research agenda. The Leadership Quarterly, 31, 1-18.

Stouten, J., Rousseau, D. M., & DeCremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. Academy of Management Annals, 12, 752-788.

Sy, T., Horton, C., & Riggio, R. (2018). Charismatic leadership: Elicitnkg and channeling follower emotions. The Leadership Quarterly, 29, 58-69.

Uhl-Bien, M. & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. The Leadership Quarterly, 29, 89-104.

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.

Subject specific skills

Appreciate the complex nature of leadership research.
Develop an understanding of the influence of contextual variables when studying leadership.
Explain and apply their knowledge and understanding of key leadership theories to their own experiences.

Transferable skills

Written and verbal communication skills.
Analytical skills.
Research skills.
Time management skills.
Critical thinking skills.

Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (13%)
Seminars	9 sessions of 1 hour (12%)
Total	77 hours

Type	Required
Online learning (independent)	10 sessions of 1 hour (13%)
Private study	48 hours (62%)
Total	77 hours

Private study description

123 hours private study

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A4

	Weighting	Study time
Individual Assignment (15 CATS)	90%	65 hours
Participation (15 CATS)	10%	8 hours

Assessment group R1

	Weighting	Study time
Individual Assignment	100%	

Feedback on assessment

Oral feedback will be given to students as they work on their essays. This will happen during meetings held in office hours. Detailed written feedback will be provided by tutors to individual students upon completion of the essay.

Availability

Courses

This module is Optional for:

- UPHA-L1CA Undergraduate Economics, Psychology and Philosophy
  - Year 3 of L1CA Economics, Psychology and Philosophy

- ○ Year 3 of L1CC Economics, Psychology and Philosophy (Behavioural Economics Pathway)
  - ○ Year 3 of L1CD Economics, Psychology and Philosophy (Economics with Philosophy Pathway)
  - ○ Year 3 of L1CE Economics, Psychology and Philosophy (Philosophy and Psychology Pathway)
- UPHA-L1CB Undergraduate Economics, Psychology and Philosophy (with Intercalated Year)
  - ○ Year 4 of L1CG Economics, Psychology and Philosophy (Behavioural Economics Pathway) (with Intercalated Year)
  - ○ Year 4 of L1CH Economics, Psychology and Philosophy (Economics with Philosophy Pathway) (with Intercalated Year)
  - ○ Year 4 of L1CJ Economics, Psychology and Philosophy (Philosophy and Psychology Pathway) (with Intercalated Year)
  - ○ Year 4 of L1CB Economics, Psychology and Philosophy (with Intercalated Year)
  - ○ Year 4 of L1CB Economics, Psychology and Philosophy (with Intercalated Year)

This module is Unusual option for:

- UPHA-L1CA Undergraduate Economics, Psychology and Philosophy
  - ○ Year 2 of L1CA Economics, Psychology and Philosophy
  - ○ Year 3 of L1CA Economics, Psychology and Philosophy