

Leadership and Multi-level Research in Organizations (H002025)

Course size (nominal values; actual values may depend on programme)

Credits 7.0 Study time 210 h Contact hrs 50.0 h

Course offerings and teaching methods in academic year 2018-2019

| | | | |
|----------------|---------|------------------|--------|
| A (semester 2) | English | lecture | 30.0 h |
| | | seminar: coached | 20.0 h |
| | | exercises | |

Lecturers in academic year 2018-2019

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|-------------|------|--------------------|
| Lang, Jonas | PP09 | lecturer-in-charge |
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Offered in the following programmes in 2018-2019

| | crdts | offering |
|---|-------|----------|
| Master of Science in Psychology (main subject Personnel Management and Industrial Psychology) | 7 | A |
| Master of Science in Psychology (main subject Teacher Education and Training) | 7 | A |
| Exchange Programme in Psychology | 7 | A |

Teaching languages

English

Keywords

organizational behavior, organizational science

Position of the course

This course contributes to the education Master of Psychology, specialization Work Psychology, Organizational Psychology, and Personnel Management.

Contents

This course addresses the following topics:

- Key concepts in leadership research and multilevel research in organizations
- Recently published review articles, empirical articles, and business cases regarding a subset of the following topics:
 - Motivation and leadership
 - Personality and leadership
 - Charismatic/transformational leadership
 - Dyadic/process approach
 - Ethical leadership and behavior in organizations
 - Emotions
 - Organizational justice
 - Cross-cultural issues
 - Negotiation
 - Multi-level constructs
 - Bottom-up and top-down processes
 - Application of multilevel models in organizational research and practice
 - Organizational climate and culture
 - Organizational change

Initial competences

Final competences

- 1 Understanding review articles that summarize the status of a research field within organizational and leadership research
- 2 Critically reflecting on the status of a research field within organizational research
- 3 Analyzing business cases on leadership and issues in the environment of

- organizations
- 4 Applying evidence from the organizational research literature to business cases
- 5 Developing solutions for business cases that balance organizational short term goals and organizational long-term goals with ethical, societal, and environmental issues
- 6 Arguing and defending solutions to business problems and issues
- 7 Reading, interpreting and synthesizing empirical research articles in leading organizational journals
- 8 Criticizing and reflecting on findings from empirical organizational research
- 9 Understanding the advantages, disadvantages, and epistemological boundaries of different research strategies in organizational research
- 10 Applying the multilevel perspective to issues in organizations

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, seminar: coached exercises

Learning materials and price

Electronic material (slides, tasks) available via minerva.

References

Recent literature like (examples):

- Bliese, P. D. (2000). Within-group agreement, non-independence, and reliability: Implications for data aggregation and analysis. In S. W. Kozlowski & K. J. Klein (Eds.) *A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes*. San Francisco: Jossey-Bass, A Wiley Company.
- Bliese, P. D., & Britt, T. W. (2001). Social support, group consensus and stressor-strain relationships: Social context matters. *Journal of Organizational Behavior, 22*, 425-436. doi:10.1002/job.95
- Bliese, P. D., & Jex, S. M. (2002). Incorporating a multilevel perspective into occupational stress research: Theoretical, methodological, and practical implications. *Journal of Occupational Health Psychology, 7*, 265-276. doi:10.1037/1076-8998.7.3.265
- Hofmann, D. A., Griffin, M. A., & Gavin, M. B. (2000). The application of hierarchical linear modeling to organizational research. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 467-511). San Francisco, CA, US: Jossey-Bass.
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.
- Sonnentag, S., Binnewies, C., & Mojza, E. J. (2008). "Did you have a nice evening?" A day-level study on recovery experiences, sleep, and affect. *Journal of Applied Psychology, 93*, 674-684. doi:10.1037/0021-9010.93.3.674
- Yammarino, F. J., & Dansereau, F. (2008). Multi-level nature of and multi-level approaches to leadership. *Leadership Quarterly, 19*, 135-141. doi:10.1016/j.leaqua.2008.01.001
- Yukl, G. A. (2013). *Leadership in organizations* (8th ed.). Harlow, UK: Pearson Education.

Course content-related study coaching

Interactive support using MINERVA.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions, written examination with multiple choice questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions, written examination with multiple choice questions

Examination methods in case of permanent evaluation

Portfolio, participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Input and output during exercises en presentations

Calculation of the examination mark

A combination of periodic (70%) evaluation and permanent (30%) evaluation.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).

In order to pass the course, students have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).