



## Next Generation Leadership

Summer 2021

Instructor:	Aybike Mergen (amutluer@ku.edu.tr)
KU Credits:	3
ECTS Credits:	6
Prerequisite(s):	None
Class Loc. & Mtg Times:	Monday - Thursday 16:30-17:45 / Online
PS (Yes/No): -	/ DS (Yes/No): - / Lab (Yes/No): -
Language of Instruction:	English
Office Hours:	Upon request via e-mail
Teaching Assistant(s):	

### Course Description

In this course, students will gain an insight into the leadership literature with a particular emphasis on the recent developments in the field. The course is designed to introduce the main approaches to leadership in the context of how they inform current best practices. Through case-studies, group exercises, simulations and application of leadership assessment tools, the course will help students to ground and utilize leadership theories in real world.

### Course Learning Outcomes

Upon successful completion of this course, students will have theoretical and practical knowledge about a variety of leadership approaches including their advantages and disadvantages in different contexts. Students will also be able to identify and evaluate these leadership approaches in real life cases.

### Class Meetings

Class meetings will consist of the introduction of the corresponding topic by the instructor, structured discussion on its case-studies and related questionnaire, and group discussion on how it fits in the literature and applies to leadership examples. Students are required to review the assigned material before the class and expected to adopt a critical approach in class discussions, focusing on identifying possible advantages and disadvantages of the approach in question.

### Course Schedule

This is a tentative schedule of the course and can be subject to change.

## Week 1 (July 26 – July 29)

Discussion on what 'leader' and 'leadership' means. A general overview of the leadership field and its evolution through time. Introduction of the more traditional, leader-centric approaches to leadership.

Before class: Read the resources listed under *Definitions of Leadership; Trait, Skills, Situational, and Behavioural Approaches*; and *Leadership Styles*. Watch the movie *Whiplash* (2014).

Key concepts to be covered: Definitions of leadership, trait approach, skills approach, situational approach, behavioral approach, transformational leadership, authentic leadership, ethical leadership

## Week 2 (August 2 – August 5)

Discussion on how leadership might be larger than the leader him/herself. Introduction of more inclusive and recent approaches to leadership.

Before class: Read the resources listed under *Leader – Member Exchange Theory; Followership*; and *Shared Leadership*. Watch the movie *Remember the Titans* (2000).

Key concepts to be covered: Leader – member exchange theory, followership, shared leadership

## Week 3 (August 9 – August 12)

Discussion on the factors that moderate leadership and why they are critical in achieving and understanding leadership outcomes.

Simulation: Harvard Business Publishing simulation: Everest v3

Before class: Read the resources listed under *Moderators of Leadership*.

Key concepts to be covered: Leadership and gender, leadership and culture, leadership and time

### **Assessment Methods**

*Attendance and Participation* (12%+3% = 15%)

Students are expected to attend the class prepared and on time. There will be 12 meetings and participation to each is worth 1 point, with 3 extra points for attending all meetings. Students are expected to pay their full attention to the topics being discussed and do not leave their computer unattended. If a question is directed to a student while his/her camera is turned off and no answer is received, that student will be considered absent. Students who are late more than 15 mins are also considered absent. Students that were absent in more than 1/3 of the meetings (4 meetings) will fail the course.

### Discussion Leading (10%)

A number of students will be assigned as discussion leaders and will prepare questions about the materials each meeting. Discussions will take place in smaller groups to enable optimum level of participation for each student.

### *Response Papers (10% x3 = 30%)*

Each week students will prepare a response paper (max 2000 words) as a part of a work group. Response papers should briefly summarize the main questions of the assigned readings and their arguments with proper citations and critique the advantages and disadvantages of the relevant leadership approaches in the context of the case studies discussed in class. Groups will be shuffled and formed in the first meeting of each week. The deadline for the submission of the response papers is Sunday at midnight (GMT +03; Istanbul time).

Students are also required to submit a separate document (max 500 words) in which they describe the inner workings of the work group they participated that week. Particularly, students need to explain who they think took the role of the leader, shortly evaluate his/her leadership style, and describe the reactions of other team members. These short reports by individual students will not be graded separately but failure to submit or unsatisfactory effort in this extra document will result in no points from the group response paper.

### *Leader Evaluation Report (40%)*

Student will write a leader evaluation report (max 5000 words) based on a historical or living leader of their choosing. Leaders can be chosen from industry leaders, politicians, military, or sports teams provided that there is enough public information on their leadership styles, audience, surrounding circumstances, and the outcomes of their leadership. Deadline for the submission of the leader evaluation report is in one month from the last lecture. Details about the structure and requirements of the report will be further explained during the class meetings. Students can schedule a one-on-one review meeting with the instructor to discuss their topics.

### *Leadership Questionnaires (%5)*

Each student will complete a set of leadership questionnaires before the first and the last class meeting.

## **Course Resources**

The course will use recent academic journal articles, case studies, leadership questionnaires, movies, and a simulation to explore the class topics.

Reading materials and the leadership questionnaires will be delivered to the registered students a month before the first lecture to provide them with the time required for critical reading. Students should procure the movies themselves and watch them before the assigned week.

### *Definitions of Leadership*

Meuser, J. D., Gardner, W. L., Dinh, J. E., Hu, J., Liden, R. C., & Lord, R. G. (2016). A Network Analysis of Leadership Theory: The Infancy of Integration. *Journal of Management*, 42(5), 1–30. <https://doi.org/10.1177/0149206316647099>

Batistič, S., Černe, M., & Vogel, B. (2017). Just how multi-level is leadership research? A document co-citation analysis 1980–2013 on leadership constructs and outcomes. *The Leadership Quarterly*, 28, 86–103. <https://doi.org/10.1016/j.leaqua.2016.10.007>

DeRue, D. S., & Ashford, S. J. (2010). Who Will Lead and Who Will Follow? A Social Process of Leadership Identity Construction in Organizations. *Academy of Management Review*, 35(4), 627–647. <https://doi.org/10.5465/AMR.2010.53503267>

#### *Trait, Skills, Situational, and Behavioural Approaches*

Tuncdogan, A., Acar, O. A., & Stam, D. (2017). Individual differences as antecedents of leader behavior: Towards an understanding of multi-level outcomes. *The Leadership Quarterly*, 28(1), 40–64. <https://doi.org/10.1016/j.leaqua.2016.10.011>

DeRue, D. S., Nahrgang, J. D., Wellman, N. E. D., & Humphrey, S. E. (2011). Trait and Behavioral Theories of Leadership: An Integration and Meta-Analytic Test of Their Relative Validity. *Personnel Psychology*, 64(1), 7–52. <https://doi.org/10.1111/j.1744-6570.2010.01201.x>

Sturm, R. E., Vera, D., & Crossan, M. (2017). The entanglement of leader character and leader competence and its impact on performance. *The Leadership Quarterly*, 28(3), 349–366. <https://doi.org/10.1016/j.leaqua.2016.11.007>

#### *Leadership Styles*

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2016). Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis. *Journal of Management*, 1–29. <https://doi.org/10.1177/0149206316665461>

Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The Leadership Quarterly*, 24(1), 270–283. <https://doi.org/10.1016/j.leaqua.2012.11.006>

Gill, C., & Caza, A. (2015). An Investigation of Authentic Leadership's Individual and Group Influences on Follower Responses. *Journal of Management*, 1–25. <https://doi.org/10.1177/0149206314566461>

#### *Leader – Member Exchange Theory*

Martin, R., Guillaume, Y., Thomas, G., Lee, A., & Epitropaki, O. (2016). Leader-Member Exchange (LMX) and Performance: A Meta-Analytic Review. *Personnel Psychology*, 69(1), 67–121. <https://doi.org/10.1111/peps.12100>

### *Followership*

- Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *Leadership Quarterly*, 25(1), 83–104. <https://doi.org/10.1016/j.leaqua.2013.11.007>
- Bastardoz, N., & Van Vugt, M. (2018). The nature of followership: Evolutionary analysis and review. *Leadership Quarterly*, 30(1), 81–95. <https://doi.org/10.1016/J.LEAQUA.2018.09.004>
- Ford, J., & Harding, N. (2018). Followers in leadership theory: Fiction, fantasy and illusion. *Leadership*, 14(1), 3–24. <https://doi.org/10.1177/1742715015621372>
- Epitropaki, O., Kark, R., Mainemelis, C., & Lord, R. G. (2017). Leadership and followership identity processes: A multilevel review. *Leadership Quarterly*. <https://doi.org/10.1016/j.leaqua.2016.10.003>
- Hansbrough, T. K., Lord, R. G., & Schyns, B. (2015). Reconsidering the accuracy of follower leadership ratings. *Leadership Quarterly*, 26(2), 220–237. <https://doi.org/10.1016/j.leaqua.2014.11.006>

### *Shared Leadership*

- D’Innocenzo, L., Mathieu, J. E., & Kukenberger, M. R. (2016). A Meta-Analysis of Different Forms of Shared Leadership–Team Performance Relations. *Journal of Management*, 42(7), 1964–1991. <https://doi.org/10.1177/0149206314525205>

### *Moderators of Leadership*

- Bernerth, J. B., Cole, M. S., Taylor, E. C., & Walker, H. J. (2017). Control Variables in Leadership Research. *Journal of Management*, 1–30. <https://doi.org/10.1177/0149206317690586>
- Chhokar, J. S., Brodbeck, F. C., & House, R. J. (2007). Introduction. In J. S. Chhokar, F. C. Brodbeck, & R. J. House (Eds.). *Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies* (pp. 1-16). Psychology Press Ltd.
- Paustian-Underdahl, S. C., Walker, L. S., & Woehr, D. J. (2014). Gender and Perceptions of Leadership Effectiveness: A Meta-Analysis of Contextual Moderators. *Journal of Applied Psychology*, 99(6), 1129–1145. <https://doi.org/10.1037/a0036751>
- 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*. <https://doi.org/10.1016/j.leaqua.2016.08.001>

Shamir, B. (2011). Leadership takes time: Some implications of (not) taking time seriously in leadership research. *The Leadership Quarterly*, 22(2), 307–315.  
<https://doi.org/10.1016/j.leaqua.2011.02.006>

Samdanis, M., & Özbilgin, M. (2020). The Duality of an Atypical Leader in Diversity Management: The Legitimization and Delegitimization of Diversity Beliefs in Organizations. *International Journal of Management Reviews*, 22(2), 101–119.  
<https://doi.org/10.1111/ijmr.12217>

Additional readings for each topic will also be provided for intrigued readers.

### **Course Credits**

This course consists of 900 mins of course work in online meetings (3 weeks x 4 days x 75 mins) and 1200 mins of guided research (4 weeks x 300 mins) including student self-work and one-on-one meetings with the instructor.