Enrollment Restrictions
Enrollment in this course is restricted to graduate students in Industrial and Organizational Psychology, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student’s home program.

Instructor and Teaching Assistant Information
Instructor: Dr. John P. Meyer
Office: SSC 8411
Office Phone: 519-661-3679
Office Hours: by appointment
Email: meyer@uwo.ca

Course Description
This seminar course is designed to familiarize students with theory and research on motivation and leadership in a work context. We will discuss classic and modern theories of motivation and leadership and critically evaluate the research that has been conducted to test them. Implications for the design of motivation systems and for the selection and development of managers will also be addressed.

Course Format
Classes will be held in person.

Course Learning Outcomes/Objectives
This course will introduce students to classic and modern psychological theories pertaining to work motivation and leadership in organizations. Students will also be introduced to the research strategies used to evaluate theories and will learn to critically evaluate both theory and research. Throughout the course, emphasis will also be placed on the practical applications of theory and research, including their implications for work design, compensation systems, and manager training and development. Attention will also be given to the changing nature of work, workers, and working as we consider motivation and leadership in the modern workplace.
Upon completion of this course, students should be able to:

1. Be familiar with classic and modern theories of work motivation and leadership
2. Be familiar with the research methodology used in the evaluation of motivation and leadership theory.
3. Critically evaluate both theory and research methodology, understanding both strengths and limitations
4. Understand how motivation and leadership theory can be applied in the workplace.

Course Materials
For required course readings, see Class Schedule; readings will be made available through the course website on OWL

Methods of Evaluation
The course grade will be based on four components: a) class participation (20%), b) written assignments (30%), c) an in-class-presentation (10%), and d) a term paper (40%)

Participation. Participation grades will be based on preparation for class and active involvement in class discussion. Each week, a list of discussion issues will be assigned to complement the reading. All students should be prepared to discuss these issues in class.

Written Assignments. Students will be given four short (300-word) written assignments throughout the course, two pertaining to work motivation and two pertaining to leadership (see the Course Timeline for dates, topics, and readings). For any three of these assignments, students will be required to read the assigned articles and prepare a written report sharing their thought on the topic. These thought papers should be submitted by email to the instructor by 5pm on the Monday before the class when it is to be discussed. Each thought paper will be worth 5% of the final grade.

Presentations. In-class presentations are scheduled for the last three weeks of class. Final decisions about topics and dates for presentation will be made in class on October 24. Presentations should be 45 minutes in length (including 5-10 minutes for questions and discussion) per student. Students should be prepared to assign readings for the class (approximately 20 pages) one week before their presentation. Grades will be based on content and the clarity of the presentation. See Appendix for more detail.

Term Paper. A term paper (4000 words, excluding references) based on the in-class presentation will be due on December 11 by 11:55pm.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics / Assignments</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 12</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greenberg, J. (2011, pp. 271-286, skim rest)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Reading: Chen et al. (2021)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bakker et al. (2023, pp. 25-41)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Pros and cons of performance-based compensation</td>
<td>Bucklin et al. (2022)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vroom &amp; Jago (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yukl (2012)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Zaccarro (2007)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics / Assignments</td>
<td>Readings Due</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Critique the critiques of Transformational Leadership / LMX Theory (select one). Can/should transformational leadership / LMX theories be dismissed or salvaged?</td>
<td>Diaz-Sáenz, H.R. (2011).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transformational Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Van Knippenberg &amp; Sitkin (2013)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wang et al. (2011)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LMX Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gottfredson et al. (2020)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dulebohn et al. (2012)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct. 31</td>
<td>Reading Week</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Nov. 7</td>
<td>New Genre Leadership Theories / Destructive Leadership</td>
<td>Hoch et al. 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Discuss the role that ethics should play in leadership theory and development. Do the new genre theories strike the right balance?</td>
<td>Mackey et al. (2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hannah et al. (2014)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mumford &amp; Fried (2014).</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nov. 14</td>
<td>Applications of Leadership Theory: Leader &amp; Leadership Development</td>
<td>McCauley &amp; Paulus (2021)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guthey &amp; Jackson (2011)</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 21</td>
<td>Special Topics / Student Presentations</td>
<td>TBA</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 28</td>
<td>Student Presentations</td>
<td>TBA</td>
</tr>
<tr>
<td>13</td>
<td>Dec. 5</td>
<td>Student Presentations</td>
<td>TBA</td>
</tr>
</tbody>
</table>

**Statement on Academic Offences**
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All
papers submitted for such checking will be included as source documents in the reference
database for the purpose of detecting plagiarism of papers subsequently submitted to the system.
Use of the service is subject to the licensing agreement, currently between The University of
Western Ontario and Turnitin.com (http://www.turnitin.com).

Health/Wellness Services
Students who are in emotional/mental distress should refer to Mental Health@Western
http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Accessible Education Western (AEW)
Western is committed to achieving barrier-free accessibility for all its members, including
graduate students. As part of this commitment, Western provides a variety of services devoted to
promoting, advocating, and accommodating persons with disabilities in their respective graduate
program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions,
mobility impairments) are strongly encouraged to register with Accessible Education Western
(AEW), a confidential service designed to support graduate and undergraduate students through
their academic program. With the appropriate documentation, the student will work with both
AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to
ensure that appropriate academic accommodations to program requirements are arranged. These
accommodations include individual counselling, alternative formatted literature, accessible
campus transportation, learning strategy instruction, writing exams and assistive technology
instruction.
References


Appendix

Term Paper and In-class Presentation

A term paper (4000 words, excluding references) will be due by 11:55pm on December 11. Late papers will be penalized at a rate of 5% per day. Ideally, the paper will address a topic that goes beyond or complements those discussed in class or the readings. The following are examples of potential topics, but students are free to select other topics of relevance. Students must submit a 300-word summary, along with a few key references, to the instructor for approval by October 17.

- Implications of the changing workplace for motivation/leadership
- Evidence-based interventions for employee engagement or leadership development
- Motivating contract or gig workers
- Motivation/leadership from an evolutionary perspective
- Contributions of neuroscience to understanding motivation/leadership
- Crisis/change leadership
- ‘Romance’ of leadership
- Gender differences in leadership
- Culture differences in leadership
- Leading virtually
- Followership
- Critical evaluation of X leadership (X = identity, empowering, paradoxical, humble, shared, etc.)

The format of the paper will depend on the topic and intended audience (e.g., academic and/or practitioners), but should address the following as relevant:

1. Why is the issue important?
2. What do we know currently and what are the gaps in our understanding?
3. How does theory and/or research on this topic contribute beyond ‘main stream’ motivation or leadership theory?
4. What is unique about the personal quality and/or situation involved that requires special attention?
5. What is the evidence that supports a particular ‘intervention’?