Course description

The Psychology of Leadership (7.5 hp)
The Psychology of Leadership

Course Content
The course covers both theoretical and practical aspects of leadership from a psychological perspective. From a variety of starting points based on the psychological research literature, the course provides advanced knowledge of current issues relating to working life, such as the conditions of leadership and their effects for managers, employees and organizations.

Course Structure
Instruction is given in the form of lectures and seminars. The lectures address different aspects of leadership linked to psychological research. In connection with some of the lectures, a “case” (home assignment) is distributed that relates to the topic of the lecture (see schedule). In between, there are seminars, where the contents of the lectures and the students’ “solutions” and discussions of the current case are discussed. The case (home assignment) must be submitted well in advance of the case seminar (see Athena). Note that participation in the three case seminars (via Zoom), as well as submission of case assignments, is compulsory (a course requirement).

The course concludes by the examination of an individually authored paper. Detailed instructions for the structure of this paper are given in the course introduction. A special seminar opportunity is set aside for supervision of the examination assignment.

Intended learning outcomes
Upon completion of the course, students are expected to be able to:

- Understand, analyze and critically review the meaning, conditions and effects of leadership in organizations from a theoretical and practical psychological perspective;
- Independently define relevant questions that highlight practical aspects of leadership from a psychological perspective;
- Assess, review critically, present orally, and provide feedback on scholarly works on leadership.

Knowledge Assessment and Examination
Grades in the course are given according to the seven-point ECTS scale (A, B, C, D, E, Fx, F). The final examination of the course is in the form of an individually authored paper based on main concepts presented in the course. The paper should be 6–8 pages (single-spaced, excluding references). The paper is assessed according to the following criteria:

- Identification of a relevant research question
- Connection to the course literature and other theoretical and empirical literature relevant to the assignment
- Clarity and structure of the description
- Inclusion of reflection and original reasoning about the problem

Course requirements
The following requirements must also be met to receive a final grade in the course:

- Submission of assigned written assignments in connection with case seminars. The case task should consist of about 2 pages (single-spaced); Use a final page in the case submission to present a question regarding each article that is read to the seminar (i.e., a total of four questions). Be sure to state which article each question relates to.
• Attendance at case seminars, via Zoom (absence is compensated for by compensation assignment);

Students who have not been approved at the ordinary examination will be given the opportunity to have their examination paper examined at a time close by. Students whose paper has failed twice have the right to request that another teacher be appointed to review and determine the grade of the course. The request for this must be made to the body that has appointed teachers to determine the grade of the course

<table>
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<tr>
<th>Grade</th>
<th>Criterion</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>Excellent. <em>The expected study outcomes have been reached to an exceptionally high degree.</em> The student is able to combine concepts, theories, and models to explain actual examples and is also able to point out the explicatory limitations of the concepts/theories/models through reference to the nature of the actual examples or to alternative theoretical views. The student engages in argumentation and discussion independent of the literature and in a manner that creates new syntheses and lines of reasoning that go beyond the course literature.</td>
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<tr>
<td><strong>B</strong></td>
<td>Very good. <em>The expected study outcomes have been reached to a very high degree.</em> The student is able to combine and compare concepts, theories, and models to explain actual examples. The student engages in independent argumentation and discussion in a manner that goes beyond the course literature and that, to some degree, creates new syntheses.</td>
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<tr>
<td><strong>C</strong></td>
<td>Good. <em>The expected study outcomes have been reached to a high degree.</em> The student is able to apply the concepts, theories, and models from the literature to explain actual examples. The student is able, to some degree, to draw independent connections between the various theories and lines of reasoning presented in the literature.</td>
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<td><strong>D</strong></td>
<td>Satisfactory. <em>The expected study outcomes have been satisfactorily reached.</em> The student is able to describe the concepts, theories, and models in his/her own words. The student is able to refer to the concepts, theories, and models when discussing actual examples.</td>
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<td><strong>E</strong></td>
<td>Adequate. <em>The expected study outcomes have been reached despite some deficiencies.</em> The student is able to define the concepts and describe what the theories and models are meant to explain. The student is able to utilize such lines of reasoning to some extent to describe the processes occurring in actual examples.</td>
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<td><strong>Fx</strong></td>
<td>Fail, some additional work required <em>The learning outcomes have not been reached.</em> In one or more areas the level of performance is judged to reflect “certain deficiencies that must be resolved,” but “unsatisfactory” was not judged to apply to any single area. Compensatory work is required.</td>
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<tr>
<td><strong>F</strong></td>
<td>Fail, much additional work required <em>Completely insufficient.</em> The learning outcomes have not been reached and reaching them is not judged to be possible. The level of performance in one or more areas is judged to be “unsatisfactory.”</td>
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Plagiarism, cheating and unauthorized cooperation
It is included in your responsibility as a student to be aware of the examination rules at Stockholm University. Detailed information is available both at the web pages of the Department of Psychology and Stockholm University (www.su.se/regelboken). Teachers are obliged to report suspicion about cheating and plagiarism to the principal and the disciplinary board. Plagiarism and cheating are always disciplinary matters and can lead to shutting off from studies. One example of plagiarism is to verbatim (word-by-word), or almost verbatim, copy a text (this also concerns occasional sentences) without quoting the source of the text. This also concerns texts that you have yourself authored previously (self-plagiarism). To be involved in study groups (i.e., the smaller units within seminar groups) is developing and time efficient, but when it comes to examination tasks you will need to make sure that you are working on your own (if nothing else is instructed) in order not to risk that any collaboration will be considered unauthorized.

Instructors
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Literature

Book

Articles (to be downloaded using the SUKAT account)

Organizational change

Pay & performance


**Safety**


