



PSYC 571 – 001 Work Motivation & Leadership
Tuesdays, 10:00 am - 12:50 pm
Alumni Hall, Room 0333 | Spring Term 2026

Instructor: David Fisher, Ph.D.

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Office Hours: Wednesdays, 12:00PM - 1:00PM (please email if you plan to attend)

COURSE TEXT AND ADDITIONAL REQUIREMENTS

- Latham (2012). *Work Motivation: History, Theory, Research, & Practice* (2nd ed.). Sage.
- Northouse (2022). *Leadership: Theory & Practice* (9th ed.). Sage.
- All other course materials will be made available on Blackboard (see below).
- Full technical requirements for students can be found here: <https://kb.siue.edu/104656>.

COURSE DESCRIPTION AND OBJECTIVES

Welcome to Work Motivation & Leadership! The purpose of this course is to provide students with a foundation in theory, research, and practice in the areas of workplace leadership and motivation. With regard to leadership, topics will include (but are not necessarily limited to) trait, skills, behavioral, situational, and transformational perspectives. For motivation, topics will include (but are not necessarily limited to) distal, mid-range, and proximal internal/external determinates of motivation, as well as integrative theories and perspectives.

Student Learning Outcomes—upon completion of the course students should be able to:

- Demonstrate an understanding of important principles and/or concepts related to the workplace leadership literature.
- Demonstrate an understanding of important principles and/or concepts related to the workplace motivation literature.
- Convey information about theory, research, and practice concerning leadership and motivation in written and verbal form.
- Self-reflect about personal strength and weaknesses regarding one's own leadership and motivational capacities.

COURSE STRUCTURE AND EVALUATION

Class time will consist of lectures, discussion, activities, and assessments that will help you develop a better understanding of the topics of workplace leadership and motivation. It is important that you complete the required readings before coming to class. Likewise, all assignments and coursework are due before class on the date indicated in this syllabus. No late assignments will be accepted. Unless otherwise noted, all assignments, exams, and coursework will be submitted electronically via Blackboard. Grades are based on:

- **Syllabus Check & Electronic Device Agreement (2 points combined).** Students will be required to complete a syllabus check assignment and sign an electronic device agreement. Failure to complete these items will result in being dropped from the class. *[approved level of AI use is 0; see table below]*
- **Pretest-Posttest Assessments (5 points each, 10 points combined).** At the beginning and end of the semester, in class, students will complete brief multiple-choice assessments to document understanding of course material. Students will receive full credit for the pretest assessment, regardless of how many questions are answered correctly. For the posttest assessment, a student's score will be based on the number of questions correctly answered. *[approved level of AI use is 0; see table below]*
- **In-Class Article Quizzes x10 (3 points each week, 30 points combined).** For most weeks, students will complete an in-class quiz. The quizzes will typically include multiple-choice questions focused on basic information about the week's readings. *[approved level of AI use is 0; see table below]*
- **Class Facilitations x2 (40 points each, 80 points combined).** Students (or groups of students) will conduct two class facilitations throughout the semester (one each for leadership and motivation). This will involve the student (or group) giving a presentation and facilitating a 1 hour 15-minute session related to a leadership/motivation topic, with the purpose of helping the class gain a deeper understanding of that topic. A week prior to the facilitation date, the student (or group) will be required to submit the chosen sub-topic and a reading list on which their presentation/facilitation will be based, per the course schedule below. A document will be provided with further information, along with assigned dates for the presentations. *[approved level of AI use is 1; see table below]*
- **Research Proposal or Applied Project (50 points).** Students will choose either a research proposal or an applied project. For the research proposal, students would write an 8–12-page paper proposing a research study related to class topics. For the applied project, students would write an 8–12-page technical report describing an applied project focusing on class topics. Students selecting the applied project option are responsible for finding and securing agreement from a client/organization, which then needs to be approved by the instructor. Students will be required to submit their chosen topic as well as various drafts prior to the final submission, per the course schedule below. A document will be provided with further information. *[approved level of AI use is 1; see table below]*
- **Paper / Project Presentation (20 points).** Toward the end of the semester, students will give a presentation that summarizes either their research proposal or applied project (see above) to the class. A document will be provided with further information. *[approved level of AI use is 4; see table below]*
- **Exams x2 (50 points each, 100 points combined).** Students will complete two exams (one each for leadership and motivation). The exams will take place in a reserved computer lab, during regularly scheduled class time. Students will be allowed to use handwritten notes. *[approved level of AI use is 0; see table below]*
- **Reflection Papers x2 (20 points each, 40 points combined).** Students will complete two self-reflection papers (one each for leadership and motivation). A document will be provided with further information. *[approved level of AI use is 1; see table below]*

- **Professionalism (5 points).** Students are expected to behave in a professional manner. This includes, among other things, attending class, coming to class on time, attentively listening to lectures, contributing to discussions, and being respectful of others' comments and contributions. This also includes not being distracted, operating a cell phone, or using your computer for non-class related purposes (for example, surfing the Web, checking email, using Facebook, etc.). *[approved level of AI use is N/A]*
- **Extra Credit (3 points):** Students have the option of providing a 2–3-page summary of a “suggested reading” listed below. Depending on the quality of the summary, students can receive additional points toward their final grade. *[approved level of AI use is 0; see table below]*

SUMMARY OF POINTS

Graded Item	Points	Percent
Syllabus Check & Device Agreement	2	0.59%
Pretest-Posttest Assessments	10	2.97%
In-Class Article Quizzes	30	8.90%
Class Facilitations x 2	80	23.74%
Research Paper or Applied Project	50	14.84%
Paper / Project Presentation	20	5.93%
Exams x2	100	29.67%
Reflection Papers x2	40	11.87%
Professionalism	5	1.48%
Extra Credit	3	0.89%
Total Points (w/out Extra Credit):	337	100.00%
Total Points (w/ Extra Credit):	340	100.89%

FINAL GRADES

Percent in Course	Letter Grade
90-100%.....	A
80-89.99%.....	B
70-79.99%.....	C
60-69.99%.....	D
0-59.99%.....	F

COURSE SCHEDULE

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 01, 1/13	Overview of Course • In-class pretest	—	—
Week 02, 1/20	Introduction to Leadership & Trait Approach • In-class article quiz	<ul style="list-style-type: none"> • Northouse textbook (Chapters 1-2). • Lord et al. (2017). Leadership in applied psychology: Three waves of theory and research. <i>Journal of Applied Psychology</i>, 102, 434–451. • Van Iddekinge et al. (2009). Test of a multistage model of distal and proximal antecedents of leader performance. <i>Personnel Psychology</i>, 62, 463–495. • Judge et al. (2002). Personality and leadership: A qualitative and quantitative review. <i>Journal of Applied Psychology</i>, 87, 765–780. • SUGGESTED: Avolio et al. (2009). Leadership: Current theories, research, and future directions. <i>Annual review of psychology</i>, 60, 421–449. • SUGGESTED: Resick et al. (2009). The bright-side and the dark-side of CEO personality: Examining core self-evaluations, narcissism, transformational leadership, and strategic influence. <i>Journal of Applied Psychology</i>, 94, 1365–1381. 	<ul style="list-style-type: none"> • Syllabus Check • Device Agreement • Wk. 3 Facilitation Topic & Readings • Paper/Project Topic
Week 03, 1/27	Skills & Behavioral Approaches • In-class article quiz • Facilitation 1a	<ul style="list-style-type: none"> • Northouse textbook (Chapters 3-4). • Behrendt et al. (2017). An integrative model of leadership behavior. <i>The leadership quarterly</i>, 28, 229–244. • Judge et al. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. <i>Journal of Applied Psychology</i>, 89, 36–51. • SUGGESTED: Mumford et al. (2007). The leadership skills strataplex: Leadership skill requirements across organizational levels. <i>The leadership quarterly</i>, 18, 154–166. • SUGGESTED: Yukl et al. (2019). Effectiveness of broad and specific leadership behaviors. <i>Personnel Review</i>, 48, 774–783. 	<ul style="list-style-type: none"> • Wk. 4 Facilitation Topic & Readings
Week 04, 2/3	Situational Approach & Path-Goal Theory • In-class article quiz • Facilitation 1b	<ul style="list-style-type: none"> • Northouse textbook (Chapters 5-6). • Podsakoff et al. (1995). Searching for a needle in a haystack: Trying to identify the illusive moderators of leadership behaviors. <i>Journal of Management</i>, 21, 422–470. • SUGGESTED: House (1971). A path goal theory of leader effectiveness. <i>Administrative science quarterly</i>, 321–339. 	<ul style="list-style-type: none"> • Wk. 5 Facilitation Topic & Readings
Week 05, 2/10	Leader-Member Exchange & Transformational Leadership • In-class article quiz • Facilitation 1c	<ul style="list-style-type: none"> • Northouse textbook (Chapters 7-8). • Dulebohn et al. (2012). A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future. <i>Journal of Management</i>, 38, 1715–1759. • Wang et al. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. <i>Group & organization management</i>, 36, 223–270. • Bono & Judge (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. <i>Academy of management journal</i>, 46, 554–571. • SUGGESTED: Ilies et al. (2007). Leader-member exchange and citizenship behaviors: a meta-analysis. <i>Journal of applied psychology</i>, 92, 269–277. • SUGGESTED: Townsend et al. (2000). Employee retaliation: The neglected consequence of poor leader-member exchange relations. <i>Journal of Occupational Health Psychology</i>, 5, 457–463. • SUGGESTED: Bono & Judge (2004). Personality and Transformational and Transactional Leadership: A Meta-Analysis. <i>Journal of Applied Psychology</i>, 89, 901–910. • SUGGESTED: Judge & Piccolo (2004). Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. <i>Journal of Applied Psychology</i>, 89, 755–768. 	<ul style="list-style-type: none"> • Wk. 6 Facilitation Topic & Readings

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 06, 2/17	Gender, Ethics, & Other Considerations <ul style="list-style-type: none"> In-class article quiz Facilitation 1d 	<ul style="list-style-type: none"> Northouse textbook (Chapters 14-15). Lyness & Heilman (2006). When fit is fundamental: Performance evaluations and promotions of upper-level female and male managers. <i>Journal of Applied Psychology</i>, 91, 777–785. Hogan et al. (2011). Management derailment. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology</i>, Vol. 3. Maintaining, expanding, and contracting the organization (pp. 555–575). American Psychological Association. SUGGESTED: Dinh et al. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. <i>The leadership quarterly</i>, 25, 36-62. SUGGESTED: Hoch et al. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. <i>Journal of management</i>, 44, 501-529. SUGGESTED: Riggio (2008). Leadership development: The current state and future expectations. <i>Consulting Psychology Journal: Practice and Research</i>, 60, 383-392. 	<ul style="list-style-type: none"> Wk. 7 Facilitation Topic & Readings Paper/Project Draft 1
Week 07, 2/24	Individual Student Mtgs. <ul style="list-style-type: none"> Facilitation 1e 	—	<ul style="list-style-type: none"> Leadership Self-Reflection Paper
Week 08, 3/3	Exam Day <ul style="list-style-type: none"> Exam in computer lab 	—	<ul style="list-style-type: none"> Wk. 10 Facilitation Topic & Readings (*due end of day)
Week 09, 3/10	Spring Break	—	—
Week 10, 3/17	Introduction to Motivation & Internal-Distal Determinants (E.g., Needs, Dispositions) <ul style="list-style-type: none"> In-class article quiz Facilitation 2a 	<ul style="list-style-type: none"> Latham textbook (Chapters 6-7). Kanfer et al. (2017). Motivation related to work: A century of progress. <i>Journal of Applied Psychology</i>, 102, 338-355. Ramlall (2004). A review of employee motivation theories and their implications for employee retention within organizations. <i>Journal of American academy of business</i>, 5, 52-63. SUGGESTED: Latham textbook (Chapter 1-2). SUGGESTED: Brett & Stroh (2003). Working 61 plus hours a week: Why do managers do it? <i>Journal of applied psychology</i>, 88, 67-78. 	<ul style="list-style-type: none"> Wk. 11 Facilitation Topic & Readings
Week 11, 3/24	Internal-Mid-Range Determinants (E.g., Goal Orientation, Goal Setting) <ul style="list-style-type: none"> In-class article quiz Facilitation 2b 	<ul style="list-style-type: none"> Latham textbook (Chapter 9). Locke & Latham (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. <i>American psychologist</i>, 57, 705-717. Payne et al. (2007). A meta-analytic examination of the goal orientation nomological net. <i>Journal of Applied Psychology</i>, 92, 128–150. SUGGESTED: Latham textbook (Chapter 3-4). SUGGESTED: Schweitzer et al. (2004). Goal setting as a motivator of unethical behavior. <i>Academy of management journal</i>, 47, 422-432. Porter (2005). Goal Orientation: Effects on Backing Up Behavior, Performance, Efficacy, and Commitment in Teams. <i>Journal of Applied Psychology</i>, 90, 811–818 	<ul style="list-style-type: none"> Wk. 12 Facilitation Topic & Readings
Week 12, 3/31	Internal-Proximal Determinants (E.g., Expectancies, Self-Regulation) <ul style="list-style-type: none"> In-class article quiz Facilitation 2c 	<ul style="list-style-type: none"> Sanchez et al. (2000). Development and examination of an expectancy-based measure of test-taking motivation. <i>Journal of applied psychology</i>, 85, 739-750. Lord et al. (2010). Self-regulation at work. <i>Annual review of psychology</i>, 61, 543-568. Tett & Fisher (2021). Personality dynamics in the workplace: An overview of emerging literatures and future research needs. <i>The handbook of personality dynamics and processes</i> (pp. 17-18 ONLY). SUGGESTED: Latham textbook (Chapter 5). SUGGESTED: Van Eerde & Thierry (1996). Vroom's expectancy models and work-related criteria: A meta-analysis. <i>Journal of Applied Psychology</i>, 81, 575–586. SUGGESTED: Vancouver & Day (2005). Industrial and organisation research on self-regulation: From constructs to applications. <i>Applied Psychology</i>, 54, 155-185. 	<ul style="list-style-type: none"> Wk. 13 Facilitation Topic & Readings Paper/Project Draft 2

DATE	TOPIC	READINGS Due Before Class	ASSIGNMENTS Due Before Class*
Week 13, 4/7	External Determinants (E.g., Rewards, Job Characteristics) <ul style="list-style-type: none"> In-class article quiz Facilitation 2d 	<ul style="list-style-type: none"> Latham textbook (Chapter 8). Stajkovic & Luthans (1997). A meta-analysis of the effects of organizational behavior modification on task performance, 1975–95. <i>Academy of Management journal</i>, 40, 1122-1149. Hackman & Oldham (1976). Motivation through the design of work: Test of a theory. <i>Organizational behavior and human performance</i>, 16, 250-279. SUGGESTED: Kluger & DeNisi, (1996). The effects of feedback interventions on performance: a historical review, a meta-analysis, and a preliminary feedback intervention theory. <i>Psychological bulletin</i>, 119, 254-284. SUGGESTED: Cropanzano & Rupp (2003). An overview of organizational justice: Implications for work motivation. <i>Motivation and work behavior</i> (pp. 82-95). 	<ul style="list-style-type: none"> Wk. 14 Facilitation Topic & Readings
Week 14, 4/14	Integrative Theories & Other Complexities (E.g., Self-Determination, Motivated Action Theory, Resource Allocation) <ul style="list-style-type: none"> In-class article quiz Facilitation 2e 	<ul style="list-style-type: none"> Latham textbook (Chapter 10). Deci et al. (2017). Self-determination theory in work organizations: The state of a science. <i>Annual review of organizational psychology and organizational behavior</i>, 4, 19-43. Kanfer & Ackerman (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. <i>Journal of applied psychology</i>, 74, 657-690. SUGGESTED: DeShon & Gillespie (2005). A motivated action theory account of goal orientation. <i>Journal of Applied Psychology</i>, 90, 1096-1127. SUGGESTED: Lee et al. (2003). Personality and the goal-striving process: The influence of achievement goal patterns, goal level, and mental focus on performance and enjoyment. <i>Journal of Applied Psychology</i>, 88(2), 256–265. SUGGESTED: Guo et al. (2014). The mediating role of intrinsic motivation on the relationship between developmental feedback and employee job performance. <i>Social Behavior and Personality: an international journal</i>, 42, 731-741. SUGGESTED: Cellar et al. (2011). Trait goal orientation, self-regulation, and performance: A meta-analysis. <i>Journal of Business and Psychology</i>, 26, 467-483. SUGGESTED: Porath & Bateman (2006). Self-Regulation: From Goal Orientation to Job Performance. <i>Journal of Applied Psychology</i>, 91, 185–192. 	<ul style="list-style-type: none"> Wk. 15 Facilitation Topic & Readings
Week 15, 4/21	Miscellaneous Day <ul style="list-style-type: none"> Facilitation 2f In-class posttest I-O Program assessment(s) 	—	<ul style="list-style-type: none"> Paper/Project Final
Week 16, 4/28	Paper / Project Presentations	—	<ul style="list-style-type: none"> Motivation Self-Reflection Paper Extra Credit
Week 17, 5/5	Finals Week <ul style="list-style-type: none"> Exam in computer lab 	—	—

CLASS POLICIES AND OTHER INFORMATION

Blackboard/Paperless Class

All course announcements, assignments, and other postings will be done through Blackboard. To the extent possible, all documents will be provided electronically, as opposed to being printed out. Likewise, all assignments should be submitted electronically, as opposed to printed out. Blackboard will also serve as your primary means of communicating with your fellow students and me. It is your responsibility to ensure that the e-mail account that you have listed with the University is a valid and working account so that we can communicate effectively. Otherwise, you will be responsible for the lack of communication. Additional information and resources can be found at <https://www.siu.edu/its/bb/students/tutorials.shtml>.

Respect for Intellectual Property and NO Recording

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Changes to Syllabus and Class

The instructor reserves the right to make changes to this syllabus as currently presented, in order to accommodate the learning pace of students, and if such changes help achieve the learning objectives of this course. This includes the possibility of switching to online learning if circumstances make this necessary or prudent.

Emergency Situations

Under extreme circumstances, students will be allowed to submit assignments late without a penalty or reschedule an exam date. Such circumstances must be unforeseen, unavoidable, and of a serious nature (for example, car accidents, serious medical emergencies, deaths in the family, documented COVID diagnosis). In other words, printer jams, planned appointments, and similar excuses do not count. In all cases, written and verifiable documentation must be presented. I reserve final judgment with respect to whether a situation constitutes an extreme circumstance or not.

Academic Integrity/Plagiarism/Misconduct

This course adheres to the SIUE's policies and procedures related to academic misconduct. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment in the class, or dismissal from the University, per the SIUE academic dishonesty policy (<http://www.siu.edu/policies/1i6.shtml>). Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code (<http://www.siu.edu/policies/3c2.shtml>). Students are responsible for being familiar with these policies and procedures.

Student Support and Accommodations

Students needing accommodations because of medical diagnosis, major life impairment, or other life circumstances will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing to myaccess@siue.edu or by calling 618-650-3726. Students who qualify for accommodations should inform the instructor as soon as possible to arrange for their needs and obtain support for the class. In addition, students have access to counseling services on campus (<https://www.siue.edu/counseling/>). You can make an appointment by calling 618-650-2842.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. The Hub (<https://www.siue.edu/csdi>) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or eoatitleix@siue.edu.

Statement on Artificial Intelligence (AI) Use

Artificial Intelligence (AI) is a powerful tool that can improve efficiency and productivity. However, when judging the utility of AI, it is necessary to consider the context of use. Whereas AI is helpful in many occupational and personal contexts, the use of AI in educational settings can be problematic, as reliance on AI can inhibit the quality and depth of learning. This class uses the following principles that students must follow in relation to AI use:

- **Principle 1. Permission must be obtained, not assumed.** Different instructors and faculty may have different policies about the use of AI. If a student is considering using AI for a class or program-related assignment or requirement, the student should explicitly ask the instructor or faculty whether AI use is approved or not. Approval of use should be documented in writing (e.g., text in syllabus, email from instructor/faculty).
- **Principle 2. Be specific about nature of use.** AI can be used in different ways. When discussing AI use with instructors or faculty, students should be specific about how AI was or will be used. The table below describes various levels of AI use and can serve as a framework for discussions with instructors and faculty. (See approved levels for each assignment above).
- **Principle 3. Disclosure of use must be made.** If a student uses AI in any way for a class or program-related assignment or requirement, the student must disclose in writing (e.g., email to instructor/faculty, footnote in document, statement in assignment) how specifically AI was used (again, see table below).

Level	Description	Example
0	No use of AI permitted	N/A
1	Organizational use of AI	Student creates their own, original work without the use of AI; however, AI is used for efficiency-related preparatory purposes (i.e., summarizing notes/readings, clarifying content).
2	Use of AI for brainstorming or idea generation	Student consults AI as a tool for brainstorming or idea generation, but creates their own, original work without the use of AI.
3	Use of AI for feedback	Student creates their own work, then uses AI as a tool to provide feedback on their work; the student uses feedback from AI to conduct their own revisions of their own work, such that the submitted work is AI-supported, but not fully AI created.
4	Use of AI to co-create and revise work	Student uses AI to develop drafts/outlines of their work but carefully edits and revises AI-created content as appropriate for their learning context.
5	Unrestricted use of AI	Student freely uses AI in any form.

Note. Table adapted from: <https://prodev.illinoisstate.edu/ai/usage/>

- **Principle 4. When in doubt, ask.** If a student is uncertain about whether their conduct or use of AI is permissible or not, it is important that the student explicitly asks for clarification from the instructor or faculty member responsible for the assignment or program requirement in question.

Misuse of AI is considered academic misconduct. This course will utilize 'Turn It In' (<https://www.siue.edu/its/turnitin/>) and other plagiarism and/or AI detection software.

By providing your name, signature, and date below, you certify that you have read and understand all policies and information in this syllabus. If you have questions, please contact the instructor immediately.

Print name: _____

Signature: _____

Date: _____