

National Research University Higher School of Economics  
Syllabus of the course “Leadership and Organization” Program 37.04.01 “Psychology”  
Master’s program “Applied Social Psychology”

The Government of the Russian Federation  
The Federal State Autonomous Institution of Higher Education  
“National Research University Higher School of Economics”

Department of Psychology  
Course title: **Leadership and Organization**

Program 37.04.01 “Psychology”

Master’s program “Applied Social Psychology”

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## I. Course design

### 1. Scope of application and reference to regulatory documents

This syllabus establishes the requirements for the knowledge and skills of the students, and defines the content of the course and the forms of evaluation.

The syllabus is designed for the teachers, teaching assistants, and the students of the MSc program «Applied Social Psychology».

The program is designed in accordance with:

- Educational standard of HSE;
- Educational program for the specialization 37.04.01 Master of Psychology;
- The curriculum of the University for the Program «Applied Social Psychology».

### 2. Course description and objectives

The purpose of this course is for students to learn about the main aspects of leadership with an emphasis on application aspects in organizations. The students will study various leadership theories, become familiar with the different instruments to evaluate leadership behavior, and understand leadership practice in organizational context.

The **main objectives** of the course are:

- 1) to introduce the main theories in leadership;
- 2) to develop an ability to use multiple frameworks for analysis of leadership behavior in organizations;
- 3) to acquaint students with different instruments of leadership assessment;
- 4) to understand issues and challenges facing leaders in today’s organizations;

5) to develop students’ abilities to present their ideas, analysis results, organize and participate in the scientific discussion.

**Methodical novelty** of the course:

- Combination of lecture sessions (which are aimed to provide theoretical and methodological basics) with discussions, analysis of video fragments and case studies, and group work (which develop students’ abilities to analyze and compare different approaches, justify their ideas, and participate in the scientific discussion) makes the course diverse and interesting for students.
- Concentrated approach to course material and studying process. Each meeting is devoted to a specific topic and includes both a lecture and a seminar session on the same topic. The students should read the required articles before the class. This type of classes’ organization leads to several consequences. Foremost, students come at lecture having a background knowledge that provides in turn a base for lecture information learning. Further, there is no a time gap between lecture and seminar, that reduces time for introduction part of seminar and allows to study more in depth.

3. Intended learning outcomes (ILO):

On completion of the course student will be able to:

ILO 1. Define leadership and distinguish it from management.

ILO 2. Describe leadership phenomenon according to different theories of leadership.

ILO 3. Analyse leadership behavior in organizations: from leading teams to cross-cultural aspects of leadership behavior.

ILO 4. Develop basic plan for leadership development in organizational context.

ILO 5. Use different instruments of leadership assessment in organizations.

ILO 6. Deliver adequate solutions to the current challenges for leaders in modern organizations, also through applying good group working practices.

ILO 7. Explain and justify their leadership vision with integration of an appropriate

literature, both in written and oral communications.

#### 4. Student’s competences after the course

The following abbreviations (NC/NRU-HSE Codes as per Educational Standard of the National Research University Higher School of Economics) are used in the Table 1: GSC– general scientific competence, IC – instrumental competence. Table 1 below provides the logical links between student’s competencies developed in the course, measurable intended learning outcomes and corresponding education methods.

#### 5. Place of the course in the structure of the educational program

The course design aims at dealing with extensive students’ diversity in terms of both their initial backgrounds and future career tracks. In particular, highly interactive teaching methods and constructively aligned assessment criteria enable students very fast to establish a certain level of acquaintance of leadership issues in organizations irrespective their prior familiarity with organizational psychology. The course provides students with various backgrounds and interests with the chance to become interested in organizational psychology.

The discipline is an elective for the 2<sup>nd</sup> year master students of the Masters’ program “Applied Social Psychology”. The discipline builds on the previously learned general theories within the courses:

- Cross-Cultural Psychology of Organizational Behavior;
- Workshop in Economic and Organizational Psychology;
- Social Psychology.

Working language of the course is English (teaching and all communications).

Duration of the course is 2 modules (56 academic hours).

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**Table 1. Design of the course to develop students’ competencies**

Aims The course aims to:	Measurable ILOs	NC/NRU-HSE Codes		Assessment for Learning	Teaching Strategy
		GSC	IC		
1. to introduce the main theories in leadership;	ILO 1. Define leadership and distinguish it from management.	Students have profound knowledge in the field of leadership in organizations.	Students are capable to define theoretical and applied aspects of leadership in organizations.	Test after the Topic 8, Q&A	Lecture, seminars, discussion of the articles, practical exercise Topic 1, experiential exercise Topic 2, quiz game Topic 3, brainstorm Topic 4, management dilemma Topic 5.
	ILO 2. Describe leadership phenomenon according to different theories of leadership.		Students know the main theoretical approaches, fundamental questions and concepts of leadership in organizations.		
2. to develop an ability to use multiple frameworks for analysis of leadership behavior in organizations;	ILO 3. Analyse leadership behavior in organizations: from leading teams to cross-cultural aspects of leadership behavior.		Students are capable to define theoretical and applied aspects of leadership in organizations.	Final essay	Lecture, seminars, discussion of the articles, discussion of the video, case studies, practical exercises and group exercise Topic 7.
3. to acquaint students with different instruments of leadership assessment;	ILO 4. Develop basic plan for leadership development in organizational context.	Students own the system of main categories of leadership and methods of research.	Students are capable to give definitions of the main categories and to estimate methods of psychological research of leadership in organization.	Test after the Topic 8, Q&A	Lecture, seminars, psychological tests Topics 2, 3, 4 and 8.
	ILO 5. Use different instruments of leadership assessment in organizations.		Students know different theoretical approach and methods of leadership’s assessment.		
4. to understand issues and	ILO 6. Deliver adequate	Students are able to	Students are able to make	Q&A, final essay	Lecture, small group

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challenges facing leaders in today’s organizations	solutions to the current challenges for leaders in modern organizations, also through applying good group working practices.	analyze scientific literature, argue his or her point of view, and participate in a scientific discussion (partly formed competency).	a theoretical overview of a particular course topic and organize a part of seminar discussion.		discussion, guest speaker, video cases Topic 9.
5.to develop students’ abilities to present their ideas, analysis results, organize and participate in the scientific discussion.	ILO 7. Explain and justify their leadership vision with integration of an appropriate literature, both in written and oral communications.	Students are able to present the results of their work in the reports and presentations in English, both in public and individual communication.	Students know the international standards of presenting the results of their work in English in written and verbal forms.	Q&A , final essay	Seminars, small group discussions, discussions of the video, discussions of the articles

## 5. Place of the course in the structure of the educational program

The discipline is elective for all 2<sup>nd</sup> year master students of the MSc program “Applied social psychology” The discipline builds on the previously learned general theories within the courses:

- Social Psychology;
- Advanced Social Psychology;
- Social Influence.

In terms of pedagogy, the course will be balanced between short lectures, in-depth discussion of class topics and experiential exercises designed to provide the student with a personal level insight into the leadership topic of interest. Readings must be completed before class sessions begin; without this, the course will lose its value.

Working language of the course is English (teaching and all communications). Duration of the course is 2 modules (114 academic hours).

## 6. Course schedule

The structure of the course to a large extent constitutes the core of understanding of leadership in organizational context. The first part of the course “Leadership and Organization” (Topics 1 – 8) is anchored by the material covered in the textbook by: Northouse, P. G. (2015). *Leadership: Theory and practice*. Sage publications.

This part covers the main theories of leadership and presents the different instruments of leadership assessment.

The content of the second part of this course (Topic 9 – 15) is of the author’s methodological design. This part discusses the main issues and challenges today’s organizations face and the problem of leadership development.

**Table 2. Workload distribution between classroom hours and self-study**

Data	Topic	Total number of hours	Classroom activities		Self-study
			lectures	seminars	
08/09/17	Introduction and Overview	7	2	2	3
15/09/17	Trait Theories	7	2	2	3
22/09/17	Path-Goal Theory	7	1	3	3
29/09/17	Leader-Member Exchange	7	2	2	3
06/10/17	Contingency Theory	4	1	1	2
06/10/17	Empowering Leadership	4	1	1	2
13/10/17	Charismatic Leadership	11	2	2	7
20/10/17	Transformational Leadership	11	1	3	7
10/11/17	Leadership in Organizations	8	1	3	4
15/11/17	Leading Change	8	1	3	4
17/11/17	Cultural Aspects of Leadership	8	2	2	4
24/11/17	Leadership and Corporate Culture. Team Leadership.	8	2	2	4
01/12/17	Gender & Leadership	8	2	2	4
08/12/17	Leadership Skills Development	8	1	3	4
15/12/17	Leadership in Practice: Keys to Success	8	1	3	4

	Total	114	22	34	58
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## 7. Course content

The most of the case studies used during the course come from the US, but the main data and few case studies are derived from the Russian context.

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**Table 3. Content of the classes**

Topic	Description	Activity	Literature to read before the clas
<b>Topic 1.</b> Introduction and Overview	Generation of student class expectations. Review of syllabus. Defining leadership. Different nature of leadership. Ledership vs. Management. Why is leadership necessary? Theories and models of leadership.	Lecture, discussion of the video “Ted Talk: Derek Sivers - How to Start a Movement”, and practical exercise “To manage or to lead?”	
<b>Topic 2.</b> Trait Theories	Development of trait approach. Big Five Personality factors. How does the trait approach work in organizations? Leader attributes and leader behavior.	Experiential exercise “My favourite supervisor”, lecture, the Big Five Questionnaire, discussion of the articles, group discussion, case “Choosing a New Director of Research”.	DeRue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. <i>Personnel Psychology</i> , 64, 7–52. Judge, T. A., Bono, J. E., Illies, R., Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. <i>Journal of Applied Psychology</i> , 87, 765–780.
<b>Topic 3.</b> Path-Goal Theory	From leaders’ trait to leders’ behaviors: Ohio State studies and university of Michigan studies. Path-Goal theory: basic propositions. How does this theory work in organizations? Strengths, criticism and application.	Lecture, quiz game, Path-Goal Leadership Questionnaire, discussion of the articles, group discussion, role-play.	House, R. J. (1971). A path-goal theory of leadership effectiveness. <i>Administrative Science Quarterly</i> , 16, 321–338. House, R. J., & Mitchell, T. R. (1975). Path-goal theory of leadership (No. TR-75-67). WASHINGTON UNIV SEATTLE DEPT OF PSYCHOLOGY.

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<p><b>Topic 4.</b> Leader-Member Exchange</p>	<p>Vertical dyad linkage model of leadership. Early Studies. Later Studies. Leadership Making. LMX Questionnaire. Strengths and Criticisms.</p>	<p>Brainstorm, lecture, LMX Questionnaire, discussion of the articles, small group discussion, case “His Team Gets the Best Assignments”</p>	<p>Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R., &amp; Ferris, G. R. (2012). A meta-analysis of the antecedents and consequences of leader–member exchange: Integrating the past with an eye toward the future. <i>Journal of Management</i>, 38, 1715–1759        Liden, R. C., &amp; Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. <i>Journal of management</i>, 24, 43-72.</p>
<p><b>Topic 5.</b> Contingency Theory</p>	<p>Importance of the situation. Fiedler’s model and its implications. Improving leader effectiveness with leader match. Strengths and Criticisms.</p>	<p>Lecture, Short questionnaire to introduce the Fiedler’s model, discussion of the articles, exercises, management dilemma “Budget Motors”.</p>	<p>Strube, M. J., &amp; Garcia, J. E. (1981). A meta-analytic investigation of Fiedler's contingency model of leadership effectiveness. <i>Psychological Bulletin</i>, 90, 307 – 321.</p>
<p><b>Topic 6.</b> Empowering Leadership</p>	<p>Definition of empowering leadership. Empowerment and work motivation. Psychological mechanism and key elements of empowerment. Empowerment paradox.</p>	<p>Lecture, discussion of the articles, group discussion.</p>	<p>Arnold, J. A., Arad, S., Rhoades, J. A., &amp; Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. <i>Journal of Organizational Behavior</i>, 21, 249-269.        Conger, J. A., &amp; Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. <i>Academy of Management Review</i>, 13, 471-482.</p>

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<p><b>Topic 7.</b> Charismatic Leadership</p>	<p>Definition and origins of charisma. Charismatic leaders’ personality, behaviours, and their effects on followers. Key determinants of charisma. Charismatic leaders’ techniques. Conger-Kanungo leadership model. Charismatic and transformational leadership.</p>	<p>Lecture, discussion of the articles, discussion of the video “Ted Talk: John Antonakis on Charisma”, practical exercises on analysis of charismatic leaders’ techniques in speeches and behavior, group exercises on preparing an affective communication text</p>	<p>Awamleh, R., &amp; Gardner, W. L. (1999). Perceptions of leader charisma and effectiveness: The effects of vision, content, delivery, and organizational performance. <i>Leadership Quarterly</i>, 10, 345–373.</p> <p>Conger, J. A., &amp; Kanungo, R. N. (1994). Charismatic leadership in organizations: Perceived behavioral attributes and their measurement. <i>Journal of organizational behavior</i>, 15, 439 – 452.</p>
<p><b>Topic 8.</b> Transformational Leadership</p>	<p>Defining transactional and transformational leadership. Motivational mechanisms of transformational leadership. Bass’s model of transformational leadership. Transformational leaders influence. Strengths, criticisms, and application of the approach.</p>	<p>Lecture, discussion of the film “12 Angry Men”, Multifactor Leadership Questionnaire, group discussion.</p>	<p>Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend organizational and national boundaries? <i>American psychologist</i>, 52, 130 – 139.</p> <p>Bycio, P., Hackett, R. D., &amp; Allen, J. S. (1995). Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. <i>Journal of applied psychology</i>, 80, 468 – 478.</p> <p>Lowe, K. B., Kroeck, K. G., &amp; Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. <i>The Leadership Quarterly</i>, 7, 385 – 425.</p>
<p><b>Topic 9.</b> Leadership in Organizations</p>	<p>Assuming leadership roles: common challenges. Leadership and the managerial hierarchy: key abilities and skills across levels.</p>	<p>Lecture, small group discussion “Personal best”, video cases from Stanford Graduate School of Business: Leadership in Focus,</p>	

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		guest speaker to be announced.	
<b>Topic 10.</b> Leading Change	Prof. Zappalà Salvatore, University of Bologna Approaches to individual change. Models and approaches to organizational change. Leading change: avoiding resistances and promoting readiness to change. Kotter’s eight step model.	Lecture, small group exercises	Summary of the books: Kotter J. P. (1996). <i>Leading Change</i> . Boston: Harvard Business School Press Kotter, J.P. & Cohen Dan S. (2005). <i>The Heart of Change Field Guide: Tools and Tactics for Leading Change in Your Organization</i> . Boston: Harvard Business School Press
<b>Topic 11.</b> Cultural Aspects of Leadership	Leadership and national culture: what does national culture affect? The GLOBE study. Hofstede’s value dimensions. Leadership style in Russia. Leaders’ intercultural communication.	Lecture, discussion of the articles, case study “Italians purchase a Russian plant”	de Vries, M. F. K. (2000). A journey into the “Wild East”: Leadership style and organizational practices in Russia. <i>Organizational Dynamics</i> , 28, 67-81. Hanges, P. J., Aiken, J. R., Park, J., & Su, J. (2016). Cross-cultural leadership: leading around the world. <i>Current Opinion in Psychology</i> , 8, 64-69.
<b>Topic 12.</b> Leadership and Corporate Culture. Team Leadership.	Leadership and Corporate Culture: ways of influencing. Team Leadership Model.	Lecture, case study “They dominated the conversation”, small group discussion, small group exercise	DeChurch, L.A., & Marks, M.A. (2006). Leadership in multiteam systems. <i>Journal of Applied Psychology</i> , 91, 311-329. Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. <i>Harvard business review</i> , 85, 100-115.
<b>Topic 13.</b> Gender and Leadership	Perspectives on women in management. “Male” and “female” ways of leading. Gender and leadership effectiveness. The glass ceiling in	Lecture, discussion of the articles, case study “Fast tracker”	Eagly, A. H., Makhijani, M. G., & Klonsky, B. G. (1992). Gender and the evaluation of leaders: A meta-analysis.

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	Russia. Strengths and criticisms.		<i>Psychological Bulletin</i> , 111, 3–22. Ruderman, M. N., Ohlott, P. J., Panzer, K., & King, S. N. (2002). Benefits of multiple roles for managerial women. <i>Academy of Management Journal</i> , 45, 369–386.
<b>Topic 14.</b> Leadership Skills Development	Training and developing leaders: two perspectives. Self-efficacy and leadership development. Identity-based and team-based development. Systematic approach to leadership development. The main techniques of leadership development.	Lecture, PwC cases, guest speaker to be announced.	
<b>Topic 15.</b> Tomorrow’s Leaders	Future researches of leadership and related problems.	Lecture, discussion of the articles, discussion of the video “Tomorrow’s Leaders”, final essay.	Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. <i>Annual review of psychology</i> , 60, 421 – 449. Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. <i>The Leadership Quarterly</i> , 25, 36 – 62.

## 8. Forms of assessment

The following forms for the current assessment are employed in order to correspond to the aims of the course and intended learning outcomes in particular: Q&A – Questions and Answers (questions based on the required articles) during seminars.

*Test* – after the Topic 8 the students should pass a test about the main leadership theories.

*Final essay* – written in English essay “Your leadership philosophy”.

Knowledge should be assessed in 10-point scale. Grades on the following forms of knowledge assessment constitute the final grade:

$G_{class}$  – the grade for attendance of the classes and participation in Q&A activity. In case of being late to class for more than 10 minutes, your attendance will not be signed.

*NOTE:* there is no possibility to get  $G_{class}$  for missing classes

$G_{test}$  – the grade for the test

$G_{exam}$  – the grade for the final essay

$$G_{final} = 0,2 * G_{class} + 0,3 * G_{test} + 0,5 * G_{exam}$$

Assessment criteria and grade determination are announced at the beginning of the course.

## 9. Instructions for assessment

### 9.1. Test

The test consists of 30 questions and covers the class materials and recommended articles. Example of the test question is below:

*Differences between management and leadership include:*

- a. Leaders are emotionally involved, whereas managers have low emotional involvement;*
- b. Managers shape ideas, whereas leaders are reactive in solving problems;*
- c. Leaders are unidirectional influencers, whereas managers are multidirectional influencers;*
- d. Leaders are controlling, whereas managers are motivating.*

Criteria of evaluation:

30 – 29 correct answers = “10”	17 – 16 correct answers = “4”
28 – 27 correct answers = “9”	15 – 14 correct answers = “3”
26 – 25 correct answers = “8”	13 – 12 correct answers = “2”
24 – 22 correct answers = “7”	11 – 10 correct answers = “1”
21 – 20 correct answers = “6”	less than 10 correct answers = “0”
19 – 18 correct answers = “5”	

## 9.2. Final essay

Students should write a final essay in English of one-page: “Imagine that you are going to apply for a senior management position in one of the biggest multinational companies. One of the position application requirements is a statement on your leadership philosophy. What would you write?”

Criteria of evaluation:

- 1) Consistency and logical structure of essay – 2 points;
- 2) Ability to demonstrate knowledge of the theories of leadership – 3 points;
- 3) Ability to generalize and apply practical aspects of topics of the course – 5 points.

## 10. Special Equipment and Software Support

Projector for lectures, acoustic systems and Internet access for viewing videos.

## Basic literature

1. Northouse, P. G. (2015). *Leadership: Theory and practice*. Sage publications.

### Articles

- 1) Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. *Journal of Organizational Behavior, 21*, 249-269.
- 2) Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology, 60*, 421 – 449.
- 3) Awamleh, R., & Gardner, W. L. (1999). Perceptions of leader charisma and effectiveness: The effects of vision, content, delivery, and organizational performance. *Leadership Quarterly, 10*, 345–373.
- 4) Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend organizational and national boundaries? *American psychologist, 52*, 130 – 139.
- 5) Bycio, P., Hackett, R. D., & Allen, J. S. (1995). Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *Journal of applied psychology, 80*, 468 – 478.
- 6) Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review, 13*, 471-482.
- 7) Conger, J. A., & Kanungo, R. N. (1994). Charismatic leadership in organizations: Perceived behavioral attributes and their measurement. *Journal of organizational behavior, 15*, 439 – 452.
- 8) de Vries, M. F. K. (2000). A journey into the “Wild East”: Leadership style and organizational practices in Russia. *Organizational Dynamics, 28*, 67-81.
- 9) DeChurch, L.A., & Marks, M.A. (2006). Leadership in multiteam systems. *Journal of Applied Psychology, 91*, 311-329.

- 10) DeRue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology*, 64, 7–52.
- 11) Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25, 36 – 62.
- 12) Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R., & Ferris, G. R. (2012). A meta-analysis of the antecedents and consequences of leader–member exchange: Integrating the past with an eye toward the future. *Journal of Management*, 38, 1715–1759
- 13) Eagly, A. H., Makhijani, M. G., & Klonsky, B. G. (1992). Gender and the evaluation of leaders: A meta-analysis. *Psychological Bulletin*, 111, 3–22.
- 14) Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. *Harvard business review*, 85, 100-115.
- 15) Hanges, P. J., Aiken, J. R., Park, J., & Su, J. (2016). Cross-cultural leadership: leading around the world. *Current Opinion in Psychology*, 8, 64-69.
- 16) House, R. J. (1971). A path-goal theory of leadership effectiveness. *Administrative Science Quarterly*, 16, 321–338.
- 17) House, R. J., & Mitchell, T. R. (1975). Path-goal theory of leadership (No. TR-75-67). WASHINGTON UNIV SEATTLE DEPT OF PSYCHOLOGY.
- 18) Judge, T. A., Bono, J. E., Illies, R., Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765–780.
- 19) Kotter J. P. (1996). *Leading Change*. Boston: Harvard Business School Press
- 20) Kotter, J.P. & Cohen Dan S. (2005). *The Heart of Change Field Guide: Tools and Tactics for Leading Change in Your Organization*. Boston: Harvard Business School Press

- 21) Liden, R. C., & Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. *Journal of management*, 24, 43-72.
- 22) Lowe, K. B., Kroeck, K. G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *The Leadership Quarterly*, 7, 385 – 425.
- 23) Ruderman, M. N., Ohlott, P. J., Panzer, K., & King, S. N. (2002). Benefits of multiple roles for managerial women. *Academy of Management Journal*, 45, 369–386.
- 24) Strube, M. J., & Garcia, J. E. (1981). A meta-analytic investigation of Fiedler's contingency model of leadership effectiveness. *Psychological Bulletin*, 90, 307 – 321.