HNRS 4920 Leadership and Shared Influence  
Tuesday 1:30 PM – 4:10 PM, Room Wattis Building 201E (Dean’s Conference Room)

**Professor**  
Dr. Bryant Thompson  
Office: WB 271  
801-626-6082 (office)  
801-791-0297 (cell)  
bryantthompson@weber.edu

**Office Hours:** Monday/Wednesday 10:30 AM-11:30 AM and by appointment.

**Course Materials**  
Readings: Readings are provided on Canvas. There is no textbook required for this class.

Videos: Links to assigned videos are provided in this syllabus. If there is a problem connecting to one of the links, please notify me.

PowerPoint Slides: You will find that much of our class content and discussion will build off lectures and PowerPoint slides. The PowerPoint slides are available on Canvas for your use.

**Course Objectives**  
This course incorporates leadership theories to provide conceptual and practical knowledge regarding the effects of shared influence. We examine whether shared influence makes leaders more influential and study the levers leaders use to collaborate, create high quality connections, and persuade others. We explore the research on emotion, empathy, identity, and compassion while taking a closer look at resilience, grit, motivation, and flow. We apply leadership theories to explain and predict crucible moments. We learn to present anecdotal evidence with a purpose and deliver empirical evidence with a punch as we engage in classroom debates. Topics covered in this course include the following: Dissonance and facades; Emotional contagion, agility, and intelligence; Motivation and persuasion; Enlightened self-interest; Grit and growth mindset; Interdependent relationships; Power and pain; Happiness and flourishing; and Empathy, compassion, and forgiveness.

**Course Standards**  
**Academic Integrity:** Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degrees awarded to the graduates of Weber State. Dishonesty includes such things as cheating, plagiarism, collusion, turning in someone else’s work as your own, or other similar acts. You are expected to conduct yourselves according to the highest possible level of academic integrity and personal honesty.

Absences: If you are unable to attend class on any given day, you should arrange with classmates to obtain copies of any handouts, announcements, notes, etc., especially since class time is frequently used to present additional material that will be covered on exams and is relevant to other graded requirements.
Computer Use: I permit the use of computers in class to take notes and access relevant materials unless I determine that such use is disruptive to your fellow students, your own learning environment, or me.

Accommodations for Documented Disabilities: If you have a documented disability that will make it difficult for you to carry out the work as outlined and/or if you need special accommodations due to a disability, please contact the campus office of Services for Students with Disabilities beforehand.

Natural Disaster or Other Event Leading to School Closure: In the event of an extended campus closure due to natural disaster or other event, I will continue to provide instructions via Canvas and email. Electronic correspondence will take the place of classroom discussion, with students providing answers to learning objectives, testing new ideas and offering new information, and challenging assumptions and offering thoughtful critique. In the event that testing is not practical, I will offer alternative assessment tools such as essay submission and critical analysis of assigned material. The severity of any event will determine the extent to which we can continue classes.

Graded Requirements

(See Appendix 1 for details):

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>400 points</th>
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<tbody>
<tr>
<td>Leader Profile</td>
<td>200 points</td>
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<tr>
<td>Journey Line</td>
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<td>Team Debate</td>
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<td><strong>Total</strong></td>
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Grading Scale

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<td>87 – 89.9</td>
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<td>83 – 86.9</td>
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<td>80 – 82.9</td>
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<td>77 – 79.9</td>
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<td>73 – 76.9</td>
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### Course Overview
(see study guide in Appendix 4: Study Guide)

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>2</td>
<td>Sep 3</td>
<td><strong>DISSONANCE AND FACES</strong>&lt;br&gt;1—Why you think you’re right—even if you’re wrong:&lt;br&gt;<a href="https://www.ted.com/talks/julia_galef_why_you_think_you_re_right_even_if_you_re_wrong?language=en#t-183876">https://www.ted.com/talks/julia_galef_why_you_think_you_re_right_even_if_you_re_wrong?language=en#t-183876</a>; Article 3: Negotiating with Yourself and Losing;&lt;br&gt;2—<strong>Team Preparation</strong>&lt;br&gt;</td>
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<td>3</td>
<td>Sep 10</td>
<td><strong>EMOTIONAL CONTAGION, AGILITY, AND INTELLIGENCE</strong>&lt;br&gt;1—Article 4: Emotional Contagion; Article 5: Emotional Agility; Article 6: The Dark Side of Emotional Intelligence</td>
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<td>4</td>
<td>Sep 17</td>
<td><strong>MOTIVATION AND PERSUASION</strong>&lt;br&gt;1—<strong>Leader Profiles: Team 1a</strong>&lt;br&gt;2—Article 7: Crafting a Job; Science of Persuasion:&lt;br&gt;<a href="https://www.youtube.com/watch?v=kv0sOX6Alrk">https://www.youtube.com/watch?v=kv0sOX6Alrk</a>&lt;br&gt;The Power of Pre-Suasion:&lt;br&gt;<a href="https://www.youtube.com/watch?v=e57X7GCFafo">https://www.youtube.com/watch?v=e57X7GCFafo</a></td>
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<td>Sep 24</td>
<td><strong>ENLIGHTENED SELF-INTEREST</strong>&lt;br&gt;1—<strong>Leader Profiles: Team 1b;</strong> Survey: Comparative Emphasis&lt;br&gt;2—Article 8: The Unselfish Gene, Article 9: Beyond the Individualistic Self; Givers and Takers:&lt;br&gt;<a href="https://www.ted.com/talks/adam_grant_are_you_a_giver_or_a_taker?language=en#t-94635">https://www.ted.com/talks/adam_grant_are_you_a_giver_or_a_taker?language=en#t-94635</a></td>
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<td>6</td>
<td>Oct 1</td>
<td><strong>GRIT AND GROWTH MINDSET</strong>&lt;br&gt;1—<strong>Leader Profiles: Team 2a;</strong> Grit:&lt;br&gt;<a href="https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance">https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance</a>&lt;br&gt;2—Growth Mindset:&lt;br&gt;<a href="https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-3432">https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-3432</a></td>
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<td>Oct 8</td>
<td><strong>LEADER PROFILES AND IN-PROGRESS REVIEWS</strong>&lt;br&gt;1—<strong>Leader Profiles: Team 2b</strong>&lt;br&gt;2—Team 1 (2:30 PM), Team 2 (3:00 PM)</td>
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<td>8</td>
<td>Oct 15</td>
<td><strong>Team Preparation</strong></td>
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<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<td>Oct 22</td>
<td><strong>Journey Lines and Team Debate</strong></td>
<td>1—<em>Journey Lines: Team 1a</em></td>
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<td>2—Debate 1</td>
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<td>Oct 29</td>
<td><strong>Interdependent Relationships</strong></td>
<td>1—<em>Journey Lines: Team 1b</em></td>
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<td>2—Article 10: The Structure of Reciprocity; Article 11: Relational Identity and Identification</td>
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<td>Nov 5</td>
<td><strong>Power and Pain</strong></td>
<td>1—<em>Journey Lines: Team 2a</em></td>
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<td></td>
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<td>This is water:</td>
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<td><a href="https://www.youtube.com/watch?v=eC7xzavzEKY">https://www.youtube.com/watch?v=eC7xzavzEKY</a></td>
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<td>The office without a**holes:</td>
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<td><a href="https://www.ted.com/talks/worklife_with_adam_grant_the_a_hole_free_office">https://www.ted.com/talks/worklife_with_adam_grant_the_a_hole_free_office</a></td>
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<td><em>Note: This video uses the word a**hole extensively. If use of this term is offensive to you, come see me and I can help you understand the content of the video without having to watch it.</em></td>
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<tr>
<td>Nov 12</td>
<td><strong>Happiness and Flourishing</strong></td>
<td>1—<em>Journey Lines: Team 2b</em></td>
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<td>Happiness:</td>
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<td><a href="http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology#t-191946">http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology#t-191946</a></td>
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<td>Flourishing:</td>
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<td><a href="https://www.youtube.com/watch?v=e0LbwEVnfJA">https://www.youtube.com/watch?v=e0LbwEVnfJA</a></td>
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<td>Nov 19</td>
<td><strong>Empathy, Compassion, and Forgiveness</strong></td>
<td>1—Empathy:</td>
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<td><a href="https://www.youtube.com/watch?v=F7N17Di8gPE">https://www.youtube.com/watch?v=F7N17Di8gPE</a></td>
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<td>Compassion:</td>
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<td><a href="https://www.youtube.com/watch?v=SDrq_oz_IMM&amp;feature=youtu.be">https://www.youtube.com/watch?v=SDrq_oz_IMM&amp;feature=youtu.be</a></td>
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<td>2—Article 12: Forgiveness from the Perspectives of Three Response Modes</td>
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<td>Nov 26</td>
<td><strong>No Class!</strong></td>
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<tr>
<td>Dec 3</td>
<td><em>Written Journey Line Preparation</em></td>
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Appendix 1: Graded Requirements

Class Participation (400 points)

Your preparation and participation in class are a crucial element to the advancement of understanding and application of the lesson concepts—not only for you, but for your classmates as well. In addition to being asked to be an active participant in class discussions, debates, and exercises, you will be asked to complete writing assignments, and critique presenters. Thoughtful participation stimulates your own learning and that of the other students. I therefore expect you to be consistently involved in class activities, debates, and discussions. Come to class prepared to share, to engage in conversations, and to contribute to our mutual understanding of the material. We all have a shared responsibility for learning. Both the quality and quantity of your input count—neither by itself is sufficient. Your class participation will be assessed according to the following performance dimensions:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>Arrived on time, attended class, and paid attention (attendance)</td>
<td>200</td>
<td>50%</td>
</tr>
<tr>
<td>Demonstrated understanding of assigned content (preparation)</td>
<td>120</td>
<td>30%</td>
</tr>
<tr>
<td>Tested new ideas and offered new information (contribution)</td>
<td>40</td>
<td>10%</td>
</tr>
<tr>
<td>Challenged assumptions and offered thoughtful critique (critique)</td>
<td>40</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100%</strong></td>
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Because class participation is so important in this class, each student will submit a class participation self-evaluation (as provided by the instructor) at the end of each class. The following questions are useful in thinking about your class contribution:

1. **Attendance**: Did you arrive to class on time? Were you in class (physically, mentally, and emotionally)? Were you disruptive?
2. **Preparation**: Did your comments reflect thoughtful preparation and understanding of the material assigned to you? Did you know ‘what’, ‘why’, and ‘how’?
3. **Contribution**: Were the points you made relevant to the discussion? Did they build on the comments of others and increase our understanding of the topic? Did you distinguish among different kinds of information (facts, empirical evidence, case-studies, anecdotal evidence, opinions, etc.)? Were you willing to creatively test new ideas and integrate material from other courses, or were all comments “safe” (e.g., simply restating facts without analysis or just reiterating a colleague’s comments)? Were you willing to tell a story? Did you embrace a degree of vulnerability?
4. **Critique**: Were you able to tactfully critique and disagree with your peers and help shape their understanding in a positive way without being too combative (or, conversely, too acquiescent)? Did you find weaknesses/unfounded assumptions in the text or arguments made in class? Did you identify contradictions? Did you identify unexplored boundary conditions?

I expect you to actively participate while remaining professional and refraining from dominating the conversation. In addition, your involvement with your team will affect your class participation grade as well as your team debate grade. Because the team assignments require substantial involvement with your team throughout the semester, I have set aside class time for team preparation. Each individual will account for this time by submitting the Evaluation Report.
where you document how long you met, who was absent, your specific contributions to your team, and what your team accomplished. You will also assess your teammates and your own professionalism, availability, and contribution (see Canvas for this form). This form will be submitted on the day of the debate (hard copy or email). Late submissions will negatively affect your class participation grade.

The journey line is comprised of an oral presentation and written submission. The oral journey line is a seven-minute individual presentation in front of the class you tell a story of the positive and negative events that occurred during a certain period in your life (you determine the time period): it is a series of crucibles or defining moments of struggle and growth that have led you to where you are today. The journey line should include one or two crucible events. A crucible event is the adversity you experience and your positive response to the adversity. Each event should be explained using one or two theories (or concepts) related to leadership. Appendix 2 of this syllabus contains a list of pre-approved concepts and theories. This assignment will require significant preparation time as well as rehearsal. Your task is to tell us about your journey while teaching the class key theories related to organizational behavior. You are required to send the instructor an electronic copy of the slides you plan to use during the journey line presentation at least 30 minutes prior to the start of the class in which you present your journey line. I am more than happy to meet with you as you prepare for this assignment. Your individual journey line grade will be based on the following criteria:

1. Preparation: The student was prepared, organized, professional, and followed the instructions for the journey line (including timely slide submission).
2. Communication: The student communicated clearly, creatively, and enthusiastically in sharing the journey line while connecting with the class through vulnerability.
3. Scholarship: The student accurately defined terms and theories using scholarly definitions (not just dictionary definitions or informal definitions) and effectively linked those terms and theories to the journey line.
4. Relevance: The student established the practical relevance of the journey line by linking the theories to empirical research outcomes (e.g., the student showed the outcomes the theories predict and established the importance of such predictions).

The written submission is an essay where you write about the crucibles and align them with leadership theories while telling interesting stories, providing relevant theories, and linking the stories and theories to empirical research outcomes. The written submission is an elaborate and refined version of your oral presentation. Your written submission is due on the last day of class (up to six double-spaced pages, 12 point, times new roman font). After your oral presentation, the class members and the instructor will offer constructive feedback. Your written submission should incorporate the relevant feedback you receive from the oral presentation. Your written submission of your journey line grade will be based on the following criteria:

1. Written Communication: The student was concise and compelling while using appropriate grammar and punctuation.
2. Scholarship: The student accurately described theories related to leadership and effectively linked those theories to the journey line.
3. Relevance: The student established the practical relevance of the journey line by linking the theories to empirical research outcomes.
4. **Response to Feedback:** The student was highly responsive to relevant feedback received following the oral presentation as it relates to effective storytelling, accurate description of the theories, and compelling use of empirical data.

**Leader Profile (200 points)**
The leader profile is a seven-minute individual oral presentation where students (1) introduce a world leader (see Appendix 3 for a list of pre-approved world leaders), (2) identify key behaviors in the life of the leader (successes and/or failures), (3) draw on course concepts and empirical data to explain the key behaviors, (4) offer key takeaways and lessons learned from the actions of this leader. This assignment will require significant preparation time as well as rehearsal. Note that there are some leaders on the list who are controversial: what the leaders on this list have in common is that they have influenced people (for better or worse). You may select a leader whom you believe has had a positive influence, negative influence, or mixed (positive and negative) influence on the world. This list is not exhaustive, so if you desire to analyze a leader not on the list, come see me first. You are required to send the instructor an electronic copy of the slides you plan to use during the leader profile presentation at least 30 minutes prior to the start of the class in which you present your leader profile. I am more than happy to meet with you as you prepare for this assignment. Your leader profile grade will be based on the following criteria:

1. **Preparation:** The student was prepared, organized, professional, and followed the instructions for the leader profile.
2. **Communication:** The student communicated clearly, creatively, and enthusiastically.
3. **Scholarship:** The student accurately described the world leader’s behaviors and effectively linked those behaviors to course concepts.
4. **Relevance:** The student established the practical relevance of the leader profile by demonstrating the impact of the leader’s behaviors and establishing the value in others embracing/avoiding similar behaviors in the future.

**Team Debate (200 points)**
Students will participate in a team debate on a core issue in leadership. There are two major parts to this debate: the in-progress review and the final debate. The in-progress review is a debate rehearsal where you present your opening round to your instructor (see details below). The team debate is where you incorporate feedback from the in-progress review, refine your argument, bolster your evidence, and participate in all three rounds of the debate. I will divide the class into two teams. There will be one debates—with a “Pro” and “Con” side of the debate. Your assignment is not necessarily to convince the audience that your side of the debate is the superior side. Rather, I am more interested in your ability to effectively advocate for the position assigned to your team while establishing a compelling true position. A true position is the position the team would take if not assigned to be either pro or con. In stating your true position, be careful not to undermine your previous comments, research, etc. In establishing your true position, you will paint a more complete picture of the issue and demonstrate your nuanced understanding of the topic. You are required to send the instructor an electronic copy of the slides you plan to use during the debate (in-progress review and final) at least 30 minutes prior to the start of the class in which you debate.

**Debate Topic**
**Debate 1 (Pro = Team 1; Con = Team 2):** Organizational leaders are more effective when they develop exchange-based relationships (as opposed to identity-based...
based relationships)—identity-based relationships unfairly exclude others from the in-group, assume a level of trust that is typically unwarranted, and often leave identifying individuals vulnerable to exploitation and manipulation.

**Debate Structure**

There are three rounds to the debate. Each team participates in each round. Each team has 12 minutes total. The entire debate should be about 24 minutes. Going over the time allotted to your team will negatively impact your grade.

**Round 1 (8 minutes each team)**
- **Pro** presents case in favor of the issue.
- **Con** presents case against the issue.

**Round 2 (3 minutes each team)**
- **Pro** responds to questions from their opponent and the audience.
- **Con** responds to questions from their opponent and the audience.

**Round 3 (1 minute each team)**
- **Pro** states their true position on the topic and finalizes their comments.
- **Con** states their true position on the topic and finalizes their comments.

**Supporting Documentation**

Supporting arguments and evidence (either pro or con) comes from research on the topic. Your research should span course content, academic journals, and/or popular press. All sources should be reputable and fully documented. When in doubt about the credibility of a journal, ask me. Below is a partial list of recommended sources:

- **Academic Journals**
  - Academy of Management Journal
  - Academy of Management Review
  - Administrative Science Quarterly
  - Chronicle of Higher Education
  - Harvard Business Review
  - Human Resource Management
  - Journal of Applied Psychology
  - Journal of Business Ethics
  - Journal of International Business Studies
  - Journal of Management
  - Journal of Organizational Behavior
  - Journal of Positive Psychology
  - Leadership Quarterly
  - Organization Science
  - Organizational Behavior and Human Decision Processes
  - Organizational Dynamics
  - Organizational Psychology Review
  - Psychological Bulletin
  - Psychological Science
  - Research in Organizational Behavior
• Popular Press
  o Atlantic
  o Economist
  o Forbes
  o Harper’s
  o Huffington Post
  o National Review
  o New York Times
  o New Yorker
  o Newsweek
  o Psychology Today
  o The Guardian
  o Time
  o Wall Street Journal
  o Washington Post

Judging the Winner
The winning team will be voted on by a guest judge. The judges’ decision should be based on the content of the debate, including the substantive arguments presented and the evidence used to support them (instead of choosing the team assigned to the side of the debate you would typically favor). Although I determine team grades independent of voting, I will award two points of extra credit to the winning team (as determined by the guest judge). If there is a tie, the two teams will each get one point. I will award extra credit points to the winner of the in-progress review and actual team debate.

Grading of Team Debates
Evaluation Report. As noted previously, your involvement with your team will affect your class participation grade as well as your team debate grade. Because the team assignments require substantial involvement with your team throughout the semester, I have set aside class time for team preparation. Each individual will account for this time by submitting the Evaluation Report where you document how long you met, who was absent, your specific contributions to your team, and what your team accomplished. You will also assess your teammates and your own professionalism, availability, and contribution (see Canvas for the form for this report). This report will be submitted on the day of the final debate (hard copy or email). Late submissions will negatively affect your class participation grade.

In-Progress Review (graded debate rehearsal). The in-progress-review is a graded rehearsal of your debate. You will present your opening round of the debate to your instructor as if you were presenting in the debate. The in-progress-review should reflect a nearly final product and will be held to a high standard. I do anticipate some lingering struggles with certain aspects of the debate and will offer guidance for the debate. The duration of the in-progress review is about 20 minutes. The in-progress review will be graded using the ‘check’ system wherein you receive a ✓+ for doing ‘A’ work, ✓ for doing ‘B’ work, and ✓ - for doing ‘C’ work or worse. The check system is used to denote an ongoing grade rather than a final grade because the in-progress-review carries over to
the team debate grade. The criteria for the in-progress review are the same as the criteria for the final debate (as outlined below).

**Team Debate.** The process for the debate is described above in the Debate Structure section. All arguments should be supported by logic as well as anecdotal, case, and empirical evidence. Effective debate preparation requires anticipating the arguments of the other team. References (see supporting documentation above) should include articles from trade, professional, and academic publications that provide conceptual definitions, empirical evidence, and case evidence. Your verbal arguments should be well rehearsed and presented without too much reliance on notes or slides. You need to understand the material you present and be able to respond to critiques of your team’s position. Your team debate grade will be based on the following criteria:

1. **Preparation:** The debate team was prepared, well-rehearsed, well-organized, and followed the instructions for this assignment (e.g., defining terms using scholarly definitions [not dictionary definitions], presenting scholarly evidence, outlining assumptions and boundary conditions, etc.).

2. **Communication:** The debate team communicated effectively, engaging in persuasive story-telling, and was enthusiastic about teaching the material (e.g., not being too reliant on notes or slides, speaking with confidence, simplifying complex topics, utilizing effective visuals, and presenting a compelling message).

3. **Critique:** The debate team effectively challenged their opponent and responded well to counter-arguments and questions from the audience—engaging in rigorous debate while maintaining high levels of professionalism by demonstrating quadrant four collaborative (e.g., assertive and respectful) behaviors.

4. **Contribution:** The debate team used creativity, scholarly arguments, anecdotal evidence, case evidence, and empirical evidence to support all major claims while establishing the practical relevance and precedence of their position.

Although this is a group project, not everyone on the team will necessarily receive the same grade. Your individual team debate grade will be based on your individual contributions to your team (based on my assessment and the assessment of your teammates). Moreover, your team may vote to remove team members from your team. If I believe there is sufficient justification to remove a student from the team, the student will be removed from the team. Rather than participate in the debate, the removed team member will write a research paper (ten pages, well-documented research, and several draft iterations). This assignment will be more difficult than the debate.
Appendix 2: List of Concepts and Theories

1. Abusive Supervision
2. Acquired Needs Theory
3. Affective Events Theory
4. Altruistic Lies
5. Ambivalence
6. Bases of Power
7. Burnout
8. Cognitive Dissonance
9. Commitment
10. Compassion
11. Confirmation Bias
12. Coping
13. Core Self-Evaluations
14. Covert Leadership
15. Emotional Contagion
16. Emotional Intelligence
17. Emotional Labor
18. Empathy
19. Empowerment
20. Engagement
21. Equity Theory
22. Expectancy Theory
23. Extrinsic Motivation
24. Failure
25. Fight/Flight
26. Fixed Mindset
27. Flourishing
28. Flow
29. Forgiveness
30. Gratitude
31. Growth Mindset
32. Happiness
33. Hope
34. Identity Negotiation
35. Impression Management
36. Influence Tactics
37. Internal Locus of Control
38. Citizenship Behaviors
39. Intrinsic Motivation
40. Job Crafting
41. Job Withdrawal
42. Leader Prototypicality
43. Learned Helplessness
44. Learned Optimism
45. Machiavellianism
46. Maslow’s Hierarchy
47. Mindfulness
48. Narcissism
49. Negative Deviance
50. Other Orientation
51. Person-Organization Fit
52. Polarizing Effect
53. Praise and Criticism
54. Proactivity
55. Psychological Projection
56. Psychological Safety
57. Realistic Job Preview
58. Reinforcement Theory
59. Relational Symbiosis
60. Resilience
61. Revenge
62. Role Clarity/Conflict
63. Rumination
64. Self-Awareness
65. Self-Determination
66. Self-Monitoring
67. Self-Verification Theory
68. Situational Leadership
69. Social Cognitive Theory
70. Social Exchange Theory
71. Social Identity Theory
72. Social Network Theory
73. Stress
74. Thriving
75. Trust
### Appendix 3: List of World Leaders

1. Abraham Lincoln  
2. Amelia Earhart  
3. Anne Frank  
4. Attila the Hun  
5. Augustus  
6. Barack Obama  
7. Benjamin Franklin  
8. Billie Jean King  
9. Catherine the Great  
10. Cicero  
11. Clara Barton  
12. Cleopatra  
13. Colin Powell  
14. Condoleezza Rice  
15. Confucius  
16. Cornelius Vanderbilt  
17. Cyrus the Great  
18. Donald Trump  
19. Douglas MacArthur  
20. Dwight Eisenhower  
21. Eleanor Roosevelt  
22. Elizabeth I  
23. Eva Peron  
24. Fidel Castro  
25. Florence Nightingale  
26. Franklin D. Roosevelt  
27. George Washington  
28. Harriet Beecher Stowe  
29. Harriet Tubman  
30. Harry Truman  
31. Helen Keller  
32. Henry Ford  
33. Henry V  
34. Hillary Clinton  
35. Joan of Arc  
36. John F. Kennedy  
37. Julius Caesar  
38. King Richard  
39. Margaret Thatcher  
40. Marie Curie  
41. Martin Luther King Jr.  
42. Mary Livermore  
43. Mikhail Gorbachev  
44. Mother Teresa  
45. Nelson Mandela  
46. Oliver Cromwell  
47. Paul Revere  
48. Pericles  
49. Pope Francis  
50. Queen Victoria  
51. Ronald Reagan  
52. Rosa Parks  
53. Sacagawea  
54. Socrates  
55. Susan B. Anthony  
56. Theodore Roosevelt  
57. Thomas Jefferson  
58. Vladimir Putin  
59. Walt Disney  
60. Winston Churchill
Appendix 4: Study Guide

Week 1  Introduction

Assigned Reading and Learning Objectives
Why You Should Make Time for Self-Reflection
1. Describe the barriers to, and benefits of, reflection
Good Presentations Need to Make People Uncomfortable
2. Describe the value of a good presentation and elaborate on the role of cognitive dissonance in an effective presentation
The Power of Vulnerability Video and Class Slides
http://www.ted.com/talks/brene_brown_on_vulnerability?language=en
3. Describe the power of vulnerability
Course Syllabus
4. Understand the expectations for this course

Week 2  Dissonance and Facades

Assigned Reading and Learning Objectives
Why You Think You’re Right–Even if You’re Wrong Video and Class Slides
https://www.ted.com/talks/julia_galef_why_you_think_you_re_right_even_if_you_re_wrong?language=en#t-183876
1. Define motivated reasoning and describe the difference between a ‘solider mindset’ and ‘scout mindset’
2. Define cognitive dissonance and describe how individuals reduce cognitive dissonance
3. Describe how cognitive dissonance influences decision making
Negotiating with Yourself and Losing
1. Define the multiple-selves problem by contrasting the ‘want’ self with ‘should’ self
2. Summarize the impulsivity research findings
Class Slides
1. Define self-monitoring
2. Contrast high self-monitors with low self-monitors

Week 3  Contagion, Agility, and Intelligence

Assigned Reading and Learning Objectives
Emotional Contagion
1. Define emotional contagion
2. Describe how mimicry influences emotional contagion
3. Describe how feedback influences emotional contagion
4. Summarize the emotional contagion research findings
Emotional Agility
1. Define emotional agility and describe how to develop it
2. Describe how to label and accept your emotions
3. Describe how to act on your values
The Dark Side of Emotional Intelligence
1. Define emotional intelligence
2. Describe how to develop emotional intelligence
3. Describe how emotional intelligence can inspire transformation
4. Summarize the emotional intelligence research findings
Week 4  Motivation and Persuasion

Assigned Reading and Learning Objectives

Class Slides
1. Describe three pillars of motivation: change, crystallization, and self-verification

Crafting a Job
2. Define job crafting and describe its three dimensions
3. List and describe the motivations, moderators, and outcomes for job crafting

Science of Persuasion Video and Class Slides
https://www.youtube.com/watch?v=kv0sOX6Alrk
1. Describe the six components of persuasion

The Power of Pre-Suasion Video and Class Slides
https://www.youtube.com/watch?v=e57X7GCFafo
2. Describe ‘pre-suasion’ and its influence on decision making

Week 5  Enlightened Self-Interest

Assigned Reading and Learning Objectives

The Unselfish Gene
1. Define rational actor theory
2. Describe the science of cooperation

Beyond the Individualistic Self
1. Compare and contrast rational self-interest and other-orientation
2. Describe the four dimensions of other-interest/self-interest framework

Givers and Takers Video and Class Slides
https://www.ted.com/talks/adam_grant_are_you_a_giver_or_a_taker?language=en#t-94635
1. Differentiate between givers, takers, and matchers
2. Describe natural consequences and organizational levers of giving
3. Describe what it means to give productively

Week 6  Grit and Growth Mindset

Assigned Reading and Learning Objectives

Grit Video and Class Slides
https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance
1. Define grit (new and old) and describe the outcomes of new grit
2. Describe how to balance praise and criticism

Growth Mindset Video and Class Slides
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-3432
1. Describe the power of ‘yet’: compare and contrast fixed mindset with growth mindset
2. Describe the ABC model of resilience

Week 10  Interdependent Relationships

Assigned Reading and Learning Objectives

The Structure of Reciprocity
1. Describe the role of reciprocity within organizations and identify the outcomes of high
quality reciprocal exchanges
2. Compare and contrast direct and indirect reciprocity and distinguish between unilateral (reciprocal) and bilateral (negotiated) exchange

Relational Identity and Identification
1. Define and identify the functions and dysfunctions of relational identification and over identification
2. Define and identify the functions and dysfunctions of relational disidentification and ambivalent identification
3. Describe the role of identity negotiation in shaping positive identity-based and exchange-based outcomes

Week 11 Power and Pain

Assigned Reading and Learning Objectives
This is Water Video and Class Slides
https://www.youtube.com/watch?v=eC7xzavzEKY
1. Describe our vulnerability to pain and effective ways to deal with pain
2. Identify outcomes associated with individuals having power and experiencing pain

The Office without A**holes “Jerks” Video and Class Slides
https://www.ted.com/talks/worklife_with_adam_grant_the_a_hole_free_office
1. Identify the negative effects of being a “jerk”
2. Describe how to deal with “jerks” and avoid acting like a “jerk”
3. Describe what it means to have a heart of war versus a heart of peace
4. Identify and describe the four mental barriers that keep people in the heart of war box

Note: The video (The Office without A**holes) uses the word a**hole extensively. If use of this term is offensive to you, come see me and I can help you understand the content of the video without having to watch it.

Week 12 Happiness and Flourishing

Assigned Reading and Learning Objectives
Happiness Videos and Class Slides
http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology#t-191946
https://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory?language=en#t-1187924
1. List and describe the three pathways to happiness
2. Differentiate between the ‘experiencing self’ and the ‘remembering self’
3. Describe the Broaden and Build Theory of Positive Emotion

Flourishing Video and Class Slides
https://www.youtube.com/watch?v=e0LbwEVnfJA
1. Define the heliotropic effect and describe the importance of this effect
2. Define flourishing and its components (PERMA) while identifying its outcomes

Week 13 Empathy, Compassion, and Forgiveness

Assigned Reading and Learning Objectives
Empathy Video and Class Slides
https://www.youtube.com/watch?v=F7N17Di8gPE
Compassion Video and Class Slides
Forgiveness from the Perspectives of Three Response Modes

1. Define empathy and describe the importance of boundaries in the development of empathy
2. Define compassion and identify its outcomes
3. List and describe forgiveness motive and forgiveness mode