Term Information

Effective Term   Autumn 2025

General Information

Course Bulletin Listing/Subject Area	Business Admin : Mgmt & HR
Fiscal Unit/Academic Org	Management & Human Resources - D1039
College/Academic Group	Business
Level/Career	Undergraduate
Course Number/Catalog	2200
Course Title	Leadership Science
Transcript Abbreviation	Ldrshp Science
Course Description	Leveraging the theories and methods of social and behavioral sciences, Leadership Science brings an evidence-based perspective to the study of leadership. Through multi-modal learning experiences, students will be equipped with the mindset necessary to critically evaluate and employ evidence-informed leadership practices in their personal and professional lives.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
	Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	52.1001
Subsidy Level	Baccalaureate Course

Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Social and Behavioral Sciences

Course Details

Course goals or learning objectives/outcomes
- Students will be able to explain historical and contemporary scholarly perspectives on leadership.
- Students will be able to explain how societal, cultural, and individual factors affect individuals' assumption of formal and informal leadership roles
- Students will be able to explain how the core activities of leadership have been used in interventions that have addressed a range of problems in institutions and communities around the world.
- Students will be able to explain how the major theories of normative ethics (e.g., consequentialism, deontology, virtue ethics) inform thinking about what it means to lead in an ethical fashion.
- Students will be informed consumers of leadership ideas, writings, assessments, and training and development programs.

Content Topic List
- Examining Leadership from an Evidence-Based Perspective
- Leadership Assessment
- Leadership Emergence
- Leadership Outcomes
- Articulating Leadership Problems
- Identifying Behavioral Solutions for Leadership Problems
- Introduction to Influence Technique
- Deploying Motivation-Focused Influence Technique
- Deploying Ability-Focused Influence Technique
- Ethical Leadership
- Leadership Succession, Selection, and Development

Sought Concurrence No

Attachments

- Leadership Science Syllabus.docx

  (Syllabus. Owner: O'Neill,Jill Ann)

- Leadership Science answers to questions in the GE portal.docx

  (Other Supporting Documentation. Owner: O'Neill,Jill Ann)

- Leadership Syllabi Comparison.xlsx

  (Other Supporting Documentation. Owner: O'Neill,Jill Ann)

- Update Cover Letter Feb 20_mhr 2200.docx

  (Other Supporting Documentation. Owner: O'Neill,Jill Ann)

- Concurrence Emails_mhr2200.docx

  (Concurrence. Owner: O'Neill,Jill Ann)

- Proposal_revision_may2025.pdf: revised documents-all

  (Cover Letter. Owner: O'Neill,Jill Ann)

Comments

• Please see Subcommittee feedback email sent 3/28/25. *(by Neff,Jennifer on 03/28/2025 12:28 PM)*

• The old GEL Social Science--Individuals and Groups is checked off on the form in curriculum.osu.edu. Please uncheck that. The university has not approved new courses for a legacy category since 2021. Instead, please check off the new GEN Foundation Social and Behavioral Science category *(by Vankeerbergen,Bernadette Chantal on 03/04/2025 11:53 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	O'Neill,Jill Ann	10/11/2024 01:45 PM	Submitted for Approval
Removed	Tepper,Bennett Jay	10/11/2024 03:13 PM	Ad-Hoc Approval
Approved	O'Neill,Jill Ann	10/14/2024 10:14 AM	Unit Approval
Approved	Croxton,Keely L	10/15/2024 10:51 AM	SubCollege Approval
Approved	O'Neill,Jill Ann	10/15/2024 11:28 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2024 02:56 PM	ASCCAO Approval
Submitted	O'Neill,Jill Ann	02/20/2025 03:16 PM	Submitted for Approval
Approved	O'Neill,Jill Ann	02/20/2025 03:17 PM	Unit Approval
Approved	O'Neill,Jill Ann	02/20/2025 03:17 PM	SubCollege Approval
Approved	O'Neill,Jill Ann	02/20/2025 03:17 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/04/2025 11:53 AM	ASCCAO Approval
Submitted	O'Neill,Jill Ann	03/04/2025 02:16 PM	Submitted for Approval
Approved	O'Neill,Jill Ann	03/04/2025 02:16 PM	Unit Approval
Approved	O'Neill,Jill Ann	03/04/2025 02:17 PM	SubCollege Approval
Approved	O'Neill,Jill Ann	03/04/2025 02:17 PM	College Approval
Revision Requested	Neff,Jennifer	03/28/2025 12:28 PM	ASCCAO Approval
Submitted	O'Neill,Jill Ann	05/05/2025 07:40 AM	Submitted for Approval
Approved	O'Neill,Jill Ann	05/05/2025 07:40 AM	Unit Approval
Approved	O'Neill,Jill Ann	05/05/2025 07:41 AM	SubCollege Approval
Approved	O'Neill,Jill Ann	05/05/2025 07:41 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/05/2025 07:41 AM	ASCCAO Approval

To: Professor Bernadette Vankeerbergen, Assistant Dean for Curriculum

From: Professor Keely Croxton, Associate Dean for Academic Programs, Fisher College

Date: 20 February 2025

Re: General Education Foundation Course Proposal

Since receiving your November 6 email, we have met with Randy Smith and sought concurrence from the College of Arts and Sciences, the College of Food, Agriculture, and Environmental Sciences, and the Glenn College of Public Affairs. In particular,

- Randy Smith was supportive of the course as long as we got support from the three colleges mentioned above.

- Professor Scott Levi offered concurrence on behalf of the Department of History, and Professor Andrew Martin provided concurrence from the Departments of Sociology and Psychology. The Fisher College will commit to a request from Psychology that we work closely with other advising units to make certain that students are clear on the requirements for the leadership major (i.e., students must complete the GE SBS foundation course Psych 1100 before taking PSYCH 3522, which is a requirement in the leadership major).

- Professor Jeanne Osborne provided concurrence from FAES.

- Dean Trevor Brown and Professor Rob Greenbaum provided concurrence from the Glenn College. We expect to partner with them on a revision to the [Dean's Leadership Academy](#), a certificate program that the Fisher College currently offers.

We hope that support from these colleges provides confidence to the committee that this course is both valuable and not in conflict with other course offerings. This proposal has also been approved by the Fisher Undergraduate Curriculum Committee.

Please let us know if you need any other information before taking it through the rest of the approval process.

Keely Croxton

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THE OHIO STATE UNIVERSITY

Keely L. Croxton, PhD
Prof. of Logistics
Associate Dean of Academic Programs
Fisher College of Business
croxton.4@osu.edu

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To: Professor Bernadette Vankeerbergen, Assistant Dean for Curriculum
      Jennifer Neff, Curriculum and Assessment Assistant

From: Professor Keely Croxton, Associate Dean for Academic Programs, Fisher College

Date: 2 May 2025

Re: Revised General Education Foundation Course Proposal

We thank the members of the Social and Behavioral Sciences Subcommittee of the Arts and Sciences Curriculum Committee for your feedback on our proposal for a GE Foundation course, MHR 2200 Leadership Science.

Per the Subcommittee's request, this cover letter explains how we addressed each concern and recommendation. To make our responses easier to track, we have highlighted the Subcommittee's comments in **bold** font, with our responses immediately following in standard font.

1. The subcommittee requests that the accompanying explanations provided for the Foundation be strengthened, then more effectively woven into the syllabus. Expanding upon the social science components of the course (e.g., theory, research methods, empirical analysis, etc...) in the supporting materials then integrating that content into the syllabus will help clarify how the course is in alignment with the GEN Foundation category. We have added details about how and where fundamental social and behavioral science concepts (e.g., theory, research methods, and data analysis) are introduced and then applied to the specific problem of investigating and understanding leadership. We have also integrated this information throughout the syllabus and on pages 2-3 of the supporting narrative.

2. The Subcommittee requests that the specific readings to students be indicated in the course calendar, along with the corresponding page numbers for each reading. We have revised the course calendar to clarify the pre-reads for each class meeting. The Course Schedule consists of three columns with the following headers: Topic, Pre-Class Assignments, and In Class Exercises. Readings for each class meeting are noted in the second column. We have also reported the number of pages in each reading (students are asked to complete each reading in their entirety). See pages 5 and 6 of the revised syllabus.

3. The Subcommittee requests that the syllabus provide more information regarding the exam formats, including the style of questions that will be asked. Additionally, the Subcommittee requests that there be more clarity in the syllabus regarding the logistics of taking the exam with a team, such as how this collaboration will be structured and expectations for individual contribution. We have revised the syllabus to clarify how the exams are structured and the associated logistics associated with completing the individual and team exams. See page 2 of the revised syllabus, which explains that at the first class meeting, students will practice working in teams and complete a practice exam that utilizes the Immediate Feedback Assessment Technique (IF-AT) in which teams select answers to

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questions using scratch cards. As we explain, the IF-AT approach allows teams to debate questions and potential answers, discuss remaining choices after selecting an incorrect answer, and receive immediate feedback on their performance.

4. The Subcommittee requests that the course syllabus clearly specify whether the course is synchronous or asynchronous in addition to providing information regarding weekly contact hours (lecture lengths and frequency or credit hour expectations). We have revised the first page of the syllabus to clarify that this is a three-credit hour course and that it will be taught in person, in real time, with two class meetings per week, each of them 75 minutes in length.

5. The Subcommittee requests that the syllabus include the Goals of the Social and Behavioral Sciences Foundation category in addition to the ELOs. These goals can be found in an easy to copy/paste format on the Arts and Sciences Curriculum and Assessment Services website. On pages 3 and 4 of the syllabus, we have added Goals 1 and 2 of the Social and Behavioral Sciences Foundation category.

6. The Subcommittee requests that the department add the required religious accommodations statement in the syllabus. The religious accommodation statement has been included on page 7 of the revised syllabus.

7. The Subcommittee requests that the syllabus provide clarification on what is meant by "research translations," as students may be unfamiliar with this term that is used throughout the syllabus. We have removed this term from the syllabus. We use instead the more straightforward term, "readings."

8. The Subcommittee requests a cover letter be provided that details all changes made as a result of their feedback. In this cover letter, we have explained how we have modified the syllabus and supporting materials in response to the Subcommittee's feedback.

To: Professor Bernadette Vankeerbergen, Assistant Dean for Curriculum

From: Professor Keely Croxton, Associate Dean for Academic Programs, Fisher College

Date: 20 February 2025

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Please let us know if you need any other information before taking it through the rest of the approval process.

Keely Croxton

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Answers to questions in the submission portal for GE Foundations proposals

Why or how is this course introductory or foundational in the study of Social and Behavioral Sciences (50 to 500 words)?

Few constructs in the social sciences have generated as much scholarly attention as has leadership. The leadership literature consists of thousands of peer-reviewed articles, with many hundreds added to the knowledge base every year. The contributions to this literature leverage foundational concepts and methods in the social and behavioral sciences. Yet the bulk of what is consumed on the topic of leadership – trade books, magazines, websites, and blogs – consists of material that privileges interestingness and accessibility over theoretical grounding and methodological rigor. This explains, in part, why lay understanding of leadership is often at odds with research evidence and why individuals who assume leadership roles and responsibilities often fail to meet expectations. The primary aims of the proposed course are to (1) equip students with the ability to use social and behavioral science concepts to critically evaluate perspectives on leadership that are promulgated, (2) introduce students to leadership science (i.e., the systematic study of leadership concepts and processes using the tools and theories of social and behavioral science), and (3) cultivate in students the ability to recognize and use leadership practices that are informed by social and behavioral science.

The course begins with an introduction to the fundamental features of social and behavioral science theory, research design, and data analysis. We then use these foundational concepts to examine what it means to examine leadership from an evidence-based perspective, methodological and conceptual issues associated with leadership assessment, theory and research pertaining to leadership emergence, varying perspectives on the concept of leadership effectiveness, theory pertaining to how leaders articulate leadership problems, the concept of high leverage behaviors (HLBs) and the role they play in resolving leadership problems in different contexts, theory regarding how leaders identify behavioral solutions for leadership problems, the frequency and effectiveness of the approaches to exercising influence that individuals employ, classic perspectives on normative ethics and contemporary behavioral ethics concepts that have implications for leadership and, challenges associated with leadership succession, selection, and development.

Goal 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories, and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met (50 to 700 words).

Upon completion of this course, students will understand and be able to explain generally accepted criteria for evaluating social and behavioral science theories (e.g., logical consistency, testability, empirical adequacy, parsimony, and practicality), the strengths and limitations of the various data collection approaches utilized in the social and behavioral sciences (e.g., experimentation in the lab and in the field, field surveys, ethnography, case studies, and so on), and the data analytic tools that are used in the social and behavioral sciences (e.g., quantitative methods, qualitative methods). In terms of application, students will be able to use fundamental social and behavioral science concepts to explain historical and contemporary scholarly perspectives on leadership, concepts related to leadership emergence, the approaches to defining leadership effectiveness that have been proposed and their respective strengths and weaknesses, the technique that leaders use to articulate leadership problems, the concept of high leverage behaviors and how they are identified, how individuals use influence technique and the respective strengths and limitations of different forms of influence, the challenges associated with enacting leadership activity in an ethical fashion, and the challenges associated with selecting and developing leaders and assessing leader performance. We will accomplish this through consumption of readings and research summaries, class and team discussion, analysis of relevant cases and film clips, and directed personal reflections. Specific exercises that address this ELO include:

Week 1: After going over the syllabus and assigning students to teams, students will read an accessible essay entitled *A Primer on Social Science Theory, Method, and Analysis*, which will be followed by an interactive lecture on these topics. Students will then work in their teams on a practice team exam that covers fundamental concepts pertaining to social science theory, method, and analysis. Like the midterm and final exams, the practice exam uses a multiple-choice format that students take as a team and that uses the Immediate Feedback Assessment Technique (IF-AT) in which teams select answers to questions using scratch cards. The IF-AT approach allows teams to debate questions and potential answers, discuss remaining choices after selecting an incorrect answer, and receive immediate feedback on their performance.

Week 2: Prior to class, students read an essay entitled *Evidence-Based Leadership*, which explains the advantages of approaching social and behavioral science topics, including leadership, from an evidence-based perspective. The class meeting itself begins with breakout and class discussion of *Warner Cable A, B, & C,* a three-part case that describes leadership successes and failures in an organization at the dawn of the cable television industry. The case provides background and a good starting point for exploring evidence-based inquiry and its advantages relative to alternative approaches to understanding leadership. Randomly selected students will be assigned to a *Red Team*, a group that plays the role of finding vulnerabilities in the consensus perspective regarding the effectiveness of the leadership described in the case. This will be followed by lecture and discussion that introduces the major milestones in evidence-based leadership theory, research, and practice.

Subsequent weeks: Throughout the course, leadership topics will be examined using as a lens fundamental concepts pertaining to social science theory, research design, and data analysis. For example, in Week 3, students will learn how to apply basic psychometric

concepts to critically evaluate and validate leadership assessment instruments. In teams, students will use these concepts to conduct their own evaluation of an instrument that purportedly assesses leadership capabilities (e.g., the Myers-Briggs). In Week 4, students will participate in and observe a *Leaderless Group Discussion (LGD)*, the research paradigm that has been used in most studies of leadership emergence. The debrief of this exercise will leverage fundamental social and behavioral science concepts to evaluate different ways of constructing LGDs. In keeping with the overarching theme of the course – examining leadership concepts from an evidence-based perspective, we will repeatedly use learning activities that revisit and apply fundamental social and behavioral science concepts (e.g., in Week 7, using the Getting to the Bottom Line exercise to highlight the concept of mediation and the distinction between proximal and distal outcomes when considering the effects of leader influence; in Week 13, discussion and illustration of moderating effects when considering leadership succession, selection, and development).

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met (50 to 700 words).

Upon completion of this course, students will be able to explain how societal, cultural, and individual factors affect individuals' assumption of formal and informal leadership roles, how individuals execute leadership activity once they are in those roles, and how others respond to the behavior of those who take on leadership roles. Students will also be able to explain how the core activities of leadership have been used in interventions that have addressed a range of problems in institutions and communities around the world such as flight safety, child malnutrition, team meeting effectiveness, environmental sustainability, sexual harassment, bargaining outcomes, recidivism rates, winning support for charitable causes, and HIV, MRSA, Guinea Worm, and COVID infection rates. We will accomplish this through analysis of relevant cases and film clips, class and team discussion, and directed personal reflections. Specific exercises that address this ELO include:

Week 5: In groups, students complete the *Getting to the Bottom-Line (Part A)* exercise, in which group members generate criteria for evaluating the effectiveness of leaders in different contexts. Groups are then asked to think through what "their" leader could do or say to produce the outcomes that seem critical. This activity tees-up three key learnings: (1) the bottom-line outcomes against which leaders are evaluated vary substantially across institutions, organizations, and cultures, (2) influencing bottom-line outcomes is almost always indirect through the behavior of others, and (3) the importance of distinguishing between resistance, compliance, and commitment as outcomes of leader influence across contexts. Students will use the tripartite conception of leadership effectiveness to evaluate a series of leadership scenarios.

Week 10: Prior to class, students read an article on intrinsic motivation, and in class they work through the *Hovey and Beard* exercise, a four-part case that describes an organization's decision to reengineer its manufacturing operation by imposing on craft

workers an assembly-line-like production process. Through team discussion and a class-wide debrief, students learn the tradeoffs associated with traditional approaches to improving efficiency, the limitations of extrinsic reward as an influence technique, how the key features of internal motivation can be embedded in HLB-directed influence, and why individuals in leadership positions may be disinclined to use influence technique that leverages autonomy, mastery, and purpose. An exercise that presents student groups with a series of influence conundrums (e.g., encouraging hostel guests to reuse towels, discouraging visitors to the Petrified Forest from glomming "wood," and encouraging individuals to purchase hamburgers) is followed by a discussion of creative ways in which normative influence can be used to elicit commitment to HLB performance in different contexts.

Goal 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met (50 to 700 words). Through lectures, research translations, case studies, personal reflections, and in-class exercises this course will highlight how contextual factors (e.g., country and organizational culture and values, follower surface and deep demography, relational factors, task characteristics, and so on) affect the ways that communities and organizations select leaders and respond to leader activity, and how leaders prioritize and articulate problems, identify behavioral solutions, and deploy influence technique. Specific exercises that address this ELO include:

Week 7: In-class discussion of high leverage behaviors (HLBs), the role they play in resolving leadership problems in different contexts, and the distinguishing features of robust behavioral solutions. Student groups then complete *Getting to the Bottom Line (B)*, an exercise that presents students with leadership problems in a variety of contexts (e.g., chronic poverty in Bangladesh, work-floor safety, sustainability practices on a college campus) and asks them to generate behavioral solutions. The debrief involves assessing other groups' behavioral solutions against the criteria of concreteness, efficacy, and malleability.

Week 9: Prior to class, students complete the *How I Get My Way* exercise, which employs the critical incident technique to gather information about a recent instance in which a person tried to get someone to do something that they otherwise would not have done. The debrief in class involves students sharing their narratives with group members and group reflection on the influence technique that was employed. This exercise provides the basis for discussion about the kinds of influence techniques that individuals use and the comparative effectiveness of different influence tactics in different circumstances (using the concepts of resistance, compliance, and commitment introduced in Week 5). The focus then turns to the limitations of rational argument as a tool for exercising influence. Students read and react to a series of case studies (e.g., water boiling in Peru, citrus

consumption in the British navy) that highlight the role that credibility plays in engendering others' commitment to HLB performance.

Week 11: Students prepare for discussion of a case that captures leadership challenges in which ability-related shortfalls undermine HLB performance. The ensuing discussion highlights several important evidence-based learnings: individuals in leadership positions are inclined to over-attribute HLB non-performance to motivational deficits and to tailor their use of influence accordingly, and ability shortfalls can manifest in a variety of ways that require different kinds of leader facilitation (i.e., building knowledge, skill and/or raw ability, developing self-control/discipline, leveraging the social capital that resides within networks, and environmental reengineering). The session concludes with breakouts in which student groups are presented with leadership problem scenarios and asked to propose facilitative influence interventions.

Week 14: Outside of class, students view the film, *Twelve O'Clock High*, which tells a leadership succession story using as a backdrop the allies' England-based bombing campaign of German military positions and industrial facilities during World War II. Events depicted in the story and a pre-read provide a useful starting point for students' reflection on the challenges associated with leadership selection and development activities. The film also provides context for a review of evidence-based concepts covered earlier in the course: how effective leaders articulate leadership problems, identify behavioral solutions, and deploy influence technique.

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met (50 to 700 words).

This class will consider the social and ethical implications of leadership theory, research, and practice. Students will be able to analyze leadership scenarios using the major theories of normative ethics and contemporary behavioral ethics concepts. Specific exercises that address this ELO include:

Week 12: A leadership simulation entitled, *Momentum*, serves as the backdrop for an immersive role play experience that challenges participants' ability to make ethical choices. The simulation places participants in events leading up to and after an organization's launch of a semi-autonomous trucking fleet. Working in teams, students are assigned to one of seven leadership roles (e.g., Chief Executive Officer, General Counsel, Chief Human Resource Officer) that require responses to an unfolding crisis in which technological breakdowns put driver's lives at risk. The simulation involves significant out-of-class interaction among team members in the week preceding the 11th class meeting. Prior to class, students complete an assessment that capture ethics-related individual attributes and response orientations (e.g., moral courage, moral licensing, moral identity, moral disengagement, bottom-line mentality, and organizational justice) and a reading that explains how the major theories of normative ethics – consequentialism, deontology, and virtue ethics – inform thinking about what it means to lead in an ethical fashion. These

concepts are linked back to students' experience with the *Momentum* simulation and the debrief concludes with a discussion of ethical issues surrounding the use of AI, and the roles that power and politics play in leaders' ethical performance.

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met (50 to 700 words).

A fundamental learning goal for this course is for students to become informed consumers of leadership ideas, writings, assessments, and training and development programs. A second such goal is for students to develop the ability to use leadership science concepts to solve pernicious problems. Specific exercises that address this ELO include:

Week 3: Students are assigned one of several pre-reads that describe the history and validity evidence surrounding popular leadership assessment tools (e.g., Myers-Briggs, DISC, Gallups Strength Finders). In teams, students give a mini presentation on what they have learned concerning the strengths and weaknesses of the instrument to which they were assigned. Lecture material covers fundamental methodological concepts that are relevant to leadership assessment (e.g., reliability, validity, data collection considerations, individual versus group level phenomena, within-person versus between-person phenomena) and introduces scholarly measures of leadership that have been used (e.g., Leader Behavior Description Questionnaire, Multifactor Leadership Questionnaire, Leader-Member Exchange-7). Also prior to this class session, students complete BUILD, an assessment tool developed and validated by the Fisher Leadership Initiative. Students receive a BUILD debrief and practice delivering assessment feedback to classmates.

Week 6: In groups, students will view film clips (e.g., MLK, JFK, Kate O'Neill, Ghandi, Other People's Money, Gettysburg) and then use Antonakis, Fenley, and Liechti's (2011) evidence-based rubric to code for problem articulation techniques that differentiate effective and ineffective leaders. Student groups will then be assigned a leadership problem and asked to develop and deliver a message that utilizes the same problem articulation techniques.

Week 14: Over the length of the term, students will work in teams on a project that tackles a leadership problem of their choosing. During week 14, student teams will do a short presentation (no more than 5 minutes) of their project and submit a brief paper that summarizes the key features of the problem, the HLBs that they have identified, and their proposed influence intervention. Students will critically evaluate other team's presentations using evidence-based criteria.

MHR 2200
Leadership Science (3 credit hours)

Instructor: TBD
Office and Hours: TBD
Contact: TBD
Model of Delivery: In-person
Class meeting schedule: Two days per week, 75 minutes per class meeting

Course Description

Leadership Science is a foundational course that introduces students to the fundamental features of social and behavioral science theory and methods and uses those concepts to bring an evidence-based perspective to the examination of leadership. Through interactive lectures, readings written specifically for this course, case studies and film clips, decision-making scenarios, simulations and role plays, self and other assessments and reflections, team discussions, and experiential learning activities, we will use the building blocks of social and behavioral science to explore the major theoretical perspectives on leadership that have been proposed and rigorously examined. The course aims to equip students with the foundational tools, knowledge, and behavioral science mindset necessary to critically evaluate different perspectives on leadership and to employ evidence-informed leadership practices to create a positive impact in their organizations and communities.

Assessment and Evaluation

Final grades are based on students' performance on four components (500 points in total)

- Attendance/preparation/engaged participation in class discussion and exercises (50 points).
- Midterm exam (150 points individual, 25 points team)
- Final exam (150 points individual, 25 points team)
- Team project and paper (100 points)

Grading Scale (%)

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

Class Attendance, Preparation, and Engagement: Participation is a significant component of the course and your score on this component will be determined by your attendance, the quality of your in-class comments, and your contributions to the overall classroom experience and learning. Students should read and thoroughly digest the materials that will be discussed each day. Students cannot make meaningful contributions to class discussions when they are not present. Consequently, students will lose 5 points toward their participation grade for each unexcused absence.

Assignment to Teams: To leverage the advantages of [Team Based Learning (TBL)](), several course activities will involve teamwork. During the first meeting of the class, the instructor will assign students to permanent teams that run the length of the course. In constituting student teams, an effort will be made to achieve a mix with respect to such things as major field of study, years of university study completed, and permanent residence (e.g., in-state versus out-of-state). As described below, students will work in teams on one component of their midterm and final exams, and on a team project and paper.

Midterm and Final Exams: There will be a midterm exam during week eight of the semester and a final exam. The midterm will cover material from the first seven weeks of class and the final will address material that comes after the midterm. Both exams will use a multiple-choice format, and each will have individual and team components. On exam days, students will first take exams on their own. Sufficient time will be permitted for all students to complete the exam without anyone feeling rushed. At a scheduled time, the class will reconvene, and students will organize into their respective teams to complete the same exam again, as a team. Teams will complete exams using Immediate Feedback Assessment Technique (IF-AT) scratch cards, through which team members can debate questions and potential answers, discuss remaining choices after selecting incorrect answers, and receive immediate feedback on their performance. After teams are formed at the first class meeting, students will practice working with their teammates and take a practice team exam so that they understand how the team examination process works.

Team Project and Paper: Students will work together with teammates to write a short paper – five pages max – that applies the leadership concepts that the course covers. These papers will focus on a specific leadership problem, a situation in which better downstream results would come about if the behavior of a particular collection of individuals were to change. Students may focus on a pernicious societal problem (e.g., family debt, poor driving habits, unhealthy lifestyles) or on a leadership problem that they or someone they know has experienced at work (e.g., productivity, safety, customer service, cross-team collaboration, theft, etc.). The topics that teams select are less important than the learning that comes from applying course concepts to address those problems. Students will do a brief presentation of their paper – five minutes max – that will be evaluated by classmates and by the instructor using the following criteria:

1. Clarity of the leadership problem that has been selected.
2. Clarity and specificity of the high leverage behaviors (HLBs) that have been selected.
3. The extent to which the HLBs are tied to sought-after downstream results.
4. The extent to which the proposed use of influence targets the motivation and ability to perform the HLBs.

Each project component, paper and presentation, will be worth 50 points (i.e., 100 points total for the project). Student teams are encouraged to consult with the instructor on each of three phases of project ideation: selecting a leadership problem, identifying HLBs, and proposed use of influence techniques.

<center>Required Readings</center>

All reading materials, personal assessments, and links to other course materials will be embedded in a course pack that students can purchase online.

<center>GE Foundation Learning Outcomes</center>

Why are some leaders more effective than others? When opportunities to take on leadership roles come up – be they in your personal life, your community, or at work – should you pursue them? If, and when you step up to assume leadership roles and responsibilities, what can you do to improve the likelihood that things will go well? *Leadership Science* is a foundational course that approaches leadership from an evidence-based perspective. Specifically, the course introduces the fundamental features of social and behavioral science theory and methods and then explores how those concepts should inform leadership practice. Through interactive lectures, readings, decision-making scenarios, case studies, self and other assessments, team discussions, and experiential learning activities both in and out of class, we will explore how you can apply social and behavioral science concepts to understand what it means to lead effectively. In short, this course will equip you with the foundational tools, knowledge, and mindset that you will need to critically evaluate perspectives on leadership and to employ evidence-informed practices to understand how leaders create a positive impact on communities and organizations. The following explains how the course's content and activities map onto the learning goals for Social and Behavioral Science Foundations courses at The Ohio State University.

<center>Learning Goal 1:
Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.</center>

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories, and methods of social and behavioral science: Upon completion of this course, students will understand and be able to explain generally accepted criteria for evaluating social and behavioral science theories (e.g., logical consistency, testability, empirical adequacy, parsimony, and practicality), the strengths and limitations of various data collection approaches utilized in the social and behavioral sciences (e.g., experimentation in the lab and in the field, field surveys, ethnography, case studies, and so on), and the data analytic tools that are used in the social and behavioral sciences (e.g., quantitative methods, qualitative methods). In terms of application, students will be able to use fundamental social and behavioral science concepts to explain historical and contemporary scholarly perspectives on leadership, concepts related to leadership emergence, the approaches to defining leadership effectiveness that have been proposed and their respective strengths and weaknesses, the technique that leaders use to articulate leadership problems, the concept of high leverage behaviors and how they are identified, how individuals use influence technique and the respective strengths and limitations of

different forms of influence, the challenges associated with enacting leadership activity in an ethical fashion, and the challenges associated with selecting and developing leaders and assessing leader performance. We will accomplish this through consumption of accessible readings and research summaries, class and team discussions, analysis of relevant cases and film clips, and directed personal reflections. Upon completion of this course, students will be able to explain historical and contemporary scholarly perspectives on leadership, the strengths and limitations of the various methodological approaches through which scholars examine leadership, concepts related to leadership emergence, the approaches to defining leadership effectiveness that have been proposed and their respective strengths and weaknesses, the technique that leaders use to articulate leadership problems, the concept of high leverage behaviors and how they are identified, how individuals use influence technique and the respective strengths and limitations of different forms of influence, the challenges associated with enacting leadership activity in an ethical fashion, and the challenges associated with selecting and developing leaders and assessing leader performance.

Learning Goal 1.2: Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science: Upon completion of this course, students will be able to explain and critically evaluate how societal and cultural norms, institutional frameworks and individual factors affect individuals' assumptions of formal and informal leadership roles. Students will analyze how factors such as social identity, group dynamics, organizational culture, and power structures influence leadership and how individuals execute leadership activity once they are in those roles as well as how others respond to the behavior of those who take on leadership roles. We will accomplish this through analysis of relevant cases and film clips, class and team-based discussion, and directed personal reflection to connect theoretical concepts to lived experience.

Learning Goal 2:
Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts

Learning Goal 2.1: Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions: Through lectures, readings, case studies, personal reflections, and in-class exercises this course highlights how contextual factors (e.g., country and organizational culture and values, follower surface and deep demography, relational factors, task characteristics, and so on) affect the ways that communities and organizations select leaders and respond to leader activity, and how leaders prioritize and articulate problems, identify behavioral solutions, and deploy influence technique.

Learning Goal 2.2. Evaluate social and ethical implications of social scientific and behavioral research: Upon completion of the course students will be able to explain how the major theories of normative ethics (e.g., consequentialism, deontology, virtue ethics) inform thinking about what it means to lead in an ethical fashion, analyze leadership

scenarios using contemporary behavioral ethics concepts (e.g., moral licensing, moral identity, moral disengagement, bottom-line mentality, organizational justice), explain the roles that power and politics play in leaders' ethical performance, and understand their own behavioral inclinations under conditions of ethical challenge.

Learning Goal 2.3: Critically evaluate and responsibly use information from the social and behavioral sciences: Upon completion of this course, students will be informed consumers of leadership ideas, writings, assessments, and training and development programs, and students will have the ability to use behavioral science concepts to solve pernicious leadership problems in their communities and organizations.

Course Schedule

Topic	Pre-Class Readings and other Assignments	In Class Exercises
Week 1: Introduction to Leadership Science	Purchase course pack.	Team assignments Discuss reading entitled, *A Primer on Social Science Theory, Method, and Analysis.* Practice exam using Team Based Learning
Week 2: Examining Leadership from an Evidence-Based Perspective	Read and prepare to discuss *Evidence-based Leadership* (10 pages). Prepare for discussion of *Warner Cable (A)*	*Red Teams*
Week 3: Leadership Assessment	Read and prepare to discuss *The Mismeasure of Leadership* (7 pages). Complete the *BUILD Leadership Assessment*	Team presentations on leadership instruments
Week 4: Leadership Emergence	Read and prepare to discuss *Why We Don't Step Up* (5 pages).	*Leaderless Group Discussion*
Week 5: Leadership Outcomes	Read and prepare to discuss *Influence Outcomes* (7 pages).	*Getting to the Bottom Line (A)* Evaluation of leadership scenarios using the tripartite model

Week 6: Articulating Leadership Problems	Read and prepare to discuss *Leader Rhetorical Technique* (7 pages).	Analysis of film clips Practicing articulating leadership problems
Week 7: Identifying Behavioral Solutions for Leadership Problems	Read and prepare to discuss *High Leverage Behaviors* (10 pages).	*Getting to the Bottom Line (B)*
Week 8: Individual and Team Midterm Exam		
Week 9: Introduction to Influence Technique	Complete the *How I Get My Way* exercise.	Assessment of *leadership scenarios*
Week 10: Deploying Motivation-Focused Influence Technique	Read and prepare to discuss *Intrinsic Motivation* (5 pages) and *Failed Diffusions* (5 pages).	*Hovey and Beard* case
Week 11: Deploying Ability-Focused Influence Technique	Prepare for discussion of *Bob Knowlton*	Assessment of *leadership scenarios*
Week 12: Principled Leadership	*Momentum* Simulation Read and prepare to discuss *Theories of Ethical Leadership* (10 pages). Complete Principled Leadership Assessment	*Role playing, discussion and debrief results from assessment*
Week 13: Leadership Succession, Selection, and Development	Watch *12 O'clock High* Read and prepare to discuss *Facts and Myths about Leadership Succession, Selection, and Development* (10 pages).	
Week 14: Team Projects	Prepare for paper submission and presentation	Evaluate other team presentations
Week 15: Individual and Team Final Exam		

University and Course Policies

Disability Services: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, please register with Student Life Disability Services (slds@osu.edu 614 292 3307). After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let us know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Religious Holidays, Holy Days and Observances: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodation within 14 days after the first instructional day of the course. Instructors in turn should not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and should keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance. A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Civil Rights Compliance.

Academic Integrity: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct (https://trustees.osu.edu/bylaws-and-rules/code) and this syllabus may constitute Academic Misconduct (https://oaa.osu.edu/academic-integrity-and-misconduct) The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so we recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

Grievances and Solving Problems: According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, relevant associate dean in the college, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23.

Answers to FAQs concerning team projects/presentations

1. During the first class meeting, all students will be assigned to a team by the instructor.

2. Teams will submit a paper and do a presentation for the class. Papers are due on presentation day.

3. Papers will be approximately five pages and will describe the leadership problem (approximately 1 page), the one or two primary high-leverage behaviors (HLBs) that underlie this problem (approximately 2 pages), and plans for influencing others' HLB performance (approximately 2 pages).

4. Presentations will be no more than five minutes.

5. Presentation grades will be a function of the instructor's evaluation (40 points) and evaluation by classmates (10 points).

6. Projects and presentations will be evaluated using the following criteria
 (1 = Strongly Disagree to 5 = Strongly Agree)

   a.   I understand the leadership problem that the team has selected.

   b.   The HLBs that the team selected are concrete.

   c.   The HLBs are efficacious; if targets of the leadership intervention perform the HLBs, there is a good chance that the leadership problem will resolve.

   d.   The proposed influence technique targets the motivation and ability to perform the HLBs (not the downstream results).

Email Concurrences from the College of Arts & Sciences (Andrew Martin and Scott Levi), the Glenn School (Trevor Brown), and FAES (Jeanne Osborne).

Email from Andrew Martin

From: Martin, Andrew <martin.1026@osu.edu>
Sent: Wednesday, January 8, 2025 10:35 AM
To: Croxton, Keely <croxton.4@osu.edu>
Cc: Tepper, Bennett <tepper.15@osu.edu>; Levi, Scott <levi.18@osu.edu>
Subject: RE: Asking for support

Hi Keely and Ben (and also looping in Scott Levi).
I reached out to both Sociology and Psychology for concurrence, and they both supported the course. There is an issue that I'd like to make you all aware of regarding Psychology. Last year, Psychology revised their Organizational Psychology course to be included in the leadership major. Specifically, they moved it from a 4000 level to a 3000 level course, and removed some pre-requisites. Psych 1100, which is a GE SBS foundational course, is still a prereq for Organizational Psychology (PSYCH 3522). Since the proposed course is also an SBS GE foundation course, their concern is that if a student takes this course and wants to take Psych 3522, they'll still have to take Psych 1100. My hope is that, through advising and materials for students, we can make this clear so that students aren't confused when they are selecting courses for the major.
Thanks!
Andrew

THE OHIO STATE UNIVERSITY

Andrew W. Martin
Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

Email from Scott Levi

From: Levi, Scott <levi.18@osu.edu>
Sent: Tuesday, December 10, 2024 11:10 AM
To: Tepper, Bennett <tepper.15@osu.edu>
Subject: Re: follow-up Gen Ed course proposal

Hi Ben,
Sorry for the slow response. I actually started an email to you yesterday but it's sitting in my draft box unfinished. Too many balls in the air!
Yes: good news on our end. The Faculty Advisory Committee met to discuss the course and we would like to map it into the ASC Leadership major as a skills course for students working in the Business/Markets specialization.
I hope all's well on your end.
Best, Scott

Email from Trevor Brown

Hi Keely and Ben,

You have it correct. I've let Rob know that the Glenn College will support the proposed course and that Ben and he can connect to explore ways we can collaborate and potentially include Glenn courses in the DLA.

Green light,

Trevor

THE OHIO STATE UNIVERSITY

Trevor Brown
Dean
John Glenn College of Public Affairs

Interim Dean
Max M. Fisher College of Business

300 Page Hall, 1810 College Road, Columbus, OH 43210
614-292-4533 Office
brown.2296@osu.edu glenn.osu.edu

Email from Jeanne Osborne

Dear Dr. Croxton,

On behalf of the College of Food, Agricultural, and Environmental Sciences, please accept concurrence for the proposal for a new undergraduate course, MHR 2200, 'Leadership Science' in the GE Foundation category, Social and Behavioral Sciences. This proposal has been reviewed by the Department of Agricultural Communication, Education, and Leadership within the CAFES, which has responded with concurrence. While the proposed course has similar foundations to COMLDR 3530, 'Foundations of Personal and Professional Leadership', which is also based on leadership theory as a social science, there appears to be a greater business focus and sufficiently different organization to warrant support for the proposal.

The CFAES supports this proposal and appreciates the opportunity to review the new course proposal.

Please let me know if you have any questions or need additional information.

Sincerely,

Jeanne

THE OHIO STATE UNIVERSITY

Jeanne M. Osborne | Pronouns: She, Her, Hers
Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
e-mail: Osborne.2@osu.edu

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