PSY 432 Psychology of Leadership - 3 Units
Time: Fridays, 1:30pm-3:00pm by arrangement
Professors:
Wm. Gregory Sawyer, PhD
Bell Tower 2300
805 437 8536
greg.sawyer@csuci.edu
Office Hours: By appointment
Kevin Volkan, PhD
Rm 206 professional Building
805 437 8867
kevin.volkan@csuci.edu
Office Hours: Friday directly after class, other times by appointment
Course Website: http://csuci.blackboard.com

Prerequisites: Upper division student in good academic standing, Current involvement in student or other leadership activity or experience as a leader and consent of instructor required.

Description:
Psychology of Leadership is a three unit class geared towards the more seasoned and established CSUCI leader. Psychology of Leadership participants will explore, in greater depth, various leadership theories, styles, models, topics, and best practices. Positive characteristics of leadership such as service, charisma, integrity, etc. will be examined in the context of the individual traits and behaviors. Likewise psychopathological conceptions of dominance, aggression, and narcissism will be explored in relation to leaders in different cultural contexts. In addition, students will enhance their communication abilities as well as expand their network of fellow CSUCI leaders. Students will be encouraged to relate values derived from the course to their own lives, while reflecting on the applicability of these ideas to modern leadership roles.

Course Format
The Psychology of Leadership course is designed for students with leadership experience who, wish to gain a deeper understanding of the role of the leader and how best to fill that role. Participants will have the opportunity to take personality and leadership inventories to learn about their individual style and predispositions while being exposed to a variety of leadership theories and practices. We expect students to not only learn through experiential leadership opportunities but also from the readings. This course is a seminar course. As such students will be expected to do a significant independent work. Students taking this course should either currently serve in leadership roles or should have had some experience as a leader. It will be helpful if you have had some psychology coursework. Typically we will meet to have a ‘conversation’ about material assigned in the reading. Therefore, it is expected for students to participate by asking questions, making observations, sharing knowledge, opinions, etc. Your participation WILL affect your grade! The class format for seminar courses like this need to be flexible. As such, we reserve the right to change the topics during the course.

Course Content
This course explores the psychology of leadership in small groups and organizational structures. In this course we will examine:
The Sociobiology of Human Groups and Leaders
Group Psychology, Group Dynamics and Leadership
Decision-Making, Values and Ethical Considerations
The Multicultural Leader and Multicultural Perspectives of Leadership
Charismatic Leaders
Pathological Leadership
Interpersonal Communication and Leadership
Visionary Leaders, Creativity, and Organizational Transformation

Readings and Reaction Papers
We have tried to keep the reading in this course to a minimum; however there is still have a lot of material to cover. In order to facilitate understanding of the material students will take turns leading the discussion on the readings. Therefore, it is very important for students to attend class meetings and to do the reading - this is especially true when you are responsible for the discussion! There is a lot to cover in this subject - far more than we will be able to get to in a semester. Rather than rush through the material, we will pace ourselves so that we can enjoy what we are studying.

Student Outcomes as Stated in Objective Format:
1. Students will have established an awareness of other campus leaders and their leadership styles, as well as becoming aware of more potential collaborative leadership opportunities.
2. Students will learn to summarize the similarities and differences among different theories of leadership and to appreciate the perspective among differing concepts of leadership.
3. Students will how different psychopathologies can be associated with various types of leaders.
4. Students will learn how to create a personal co-curricular portfolio.

Required Text: All readings will be provided by the instructors through the campus Blackboard system

Class Meetings:
Week 1. Course Overview &: September 2, 2005
Class structure, assignments
Co-Curricular Portfolios
Case Writing
What is Leadership?
Famous Case Study Exercise
Readings for Week 2
Barash, D. (1979). Excerpt from The Whispering Within

Week 2. The Sociobiology of Groups and Leaders: September 9, 2005
Evolution of Dominance, Aggression and Violence in Animals
Evolutionary Perspectives - Dominance among primates
Dominance and Leadership?
Readings for Week 3
Clark, D. (1999). Leadership competency model or the pyramid of leadership
Werthheim, EG. Leadership: An Overview
Working Papers, Regents University School of Leadership Studies.
Week 3. Theories of Leadership and Leadership Styles: September 16, 2005
Leadership Styles Inventory
Locus of Control Inventory
Myers-Briggs Type Inventory
Readings for Week 4
Milgram-Perils of Obedience
Week 4. Group Psychology & Dynamics, Leadership and Charismatic & Pathological Leaders:
September 23, 2005
Group Structures
Leadership of Different Groups
Narcissistic leaders
Readings for Week 5
Wanassee Conference Proceedings
Week 5. Film: The Final Solution: September 30, 2005
Readings for Week 6
Hertzberg-2003-Comment-DownToEarth-NewYorker
Tufte, E. Visual and Statistical Thinking.
Week 6. Decision Making, Risk Management, Ethics, and Error: October 7, 2005
The Space Shuttle Challenger Case
GroupThink
Bounded Rationality
Disruptive Technology and leadership
Readings for Week 7

Week 7. Surviving in the Outback: October 14, 2005
Outback exercise
Readings for Week 8
Brungardt, CL. New faces of Leadership: Implications for higher education.
DSC-Higher EducationCase Study Two
DSC-Higher EducationCase Study Four
Method for Student Evaluation/Assessment of Learning:

There are four components of the course grade:

1. Class participation
2. A final paper. This can be a deeper exploration of something covered in class, an aspect of leadership we did not cover in class, or a case study which explicates a leadership quality or dilemma.
3. A Presentation of your research. (You will present your final paper to the class using appropriate technology – i.e. PowerPoint, etc.)
4. A leadership portfolio

Participation – 30 points
Final Paper – 30 points
Presentation – 20 points
Portfolio – 20 points

Total = 100 points

93 -100 points = A
88-92 points A-
76-83 points B+
69-75 points B
65-69 points C+
55-59 points C
45-54 points D+
40-44 points D
< 40 points = F

Students may take this course for CR/NC or for a letter grade. A Credit (CR) in this course requires a minimum of 60 Points.
Attendance on non-independent research days is required. After the 2nd absence students will lose 10 points for each day missed. Extenuating circumstances must be fully documented.

Statement on Academic Dishonesty
Here is the official text on this:
“All work that students submit as their own work must, in fact, be their own work. For example, if a paper presents ideas of others, it must clearly indicate the source. Word-for-word language taken from other sources – books, papers, web sites, people, etc. – must be placed in quotation marks and the source identified. Likewise, work on tests and exams must be the student’s own work, not copied or taken from other students’ work, and students must comply with instructions regarding use of books, notes, and other materials. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Papers with plagiarized ideas or language will be graded “F” and must be rewritten with proper use of quotations and referencing. The grade of “F” will remain the recorded grade on that assignment. Plagiarism or cheating on tests and exams will result in an “F” on the test or exam, very likely resulting in a lower or possibly a failing final grade in the course. To complete course requirements, students must retake the test or exam during the instructor’s scheduled office hours. In cases where the cheating or plagiarism was premeditated or planned, students may receive an “F” for the course. Students are encouraged to consult with the instructor on when and how to document sources if they have questions about what might constitute an act of plagiarism or cheating. “We have ZERO TOLERANCE for CHEATING!! What all this means is that if you are caught cheating or plagiarizing we will give you an F and report it to the Dean who may apply other penalties. We will check your test/paper/presentation/etc to see if any cheating has occurred. If you do not know what constitutes cheating or plagiarism please ask – ignorance is not a valid excuse. Please don’t cheat! It is not worth it!