

PSY 432 Psychology of Leadership – 3 Units – Fall 2012



Class Details: Fridays from 12:00 p.m. – 2:50 p.m.

Professors:

Wm. Gregory Sawyer, PhD

Bell Tower 2560

805-437-8536

greg.sawyer@csuci.edu

Office Hours: By appointment only, please contact 805-437-2091

Kevin Volkan, PhD

Sage Hall 2151

805-437-8867

kevin.volkan@csuci.edu

Office Hours: Friday directly after class, other times by appointment

Course Website: <https://myci.csuci.edu>

Prerequisites: Upper division student in good academic standing, current involvement in student or other leadership activity, experience as a leader, or aspiration to take on a leadership role, and consent of instructor required.

Description:

Psychology of Leadership is a three unit class where the participants will explore, in great 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 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 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 amount of independent work. Students taking this course should currently serve in leadership roles, have some experience as a leader, or aspire to be in a leadership position. 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:

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 establish an awareness of leadership styles, as well as become aware of 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 learn how different psychopathologies are associated with various types of leaders.
4. Students will learn to relate leadership values to their own lives.

Required Text:

Isaacson, W. (2011). *Steve Jobs*. New York, NY: Simon & Schuster. (www.amazon.com/Steve-Jobs-Walter-Isaacson/dp/1451648537)

All readings except for the Steve Jobs biography will be provided by the instructors through the campus MyCI (Blackboard) system. **You must be able to access Blackboard to take this class!**

Class Meetings:

Week 1: Course Overview: August 31, 2012

- Class structure, assignments
- Case Writing
- Leadership Assessment Research
- Biography of a Leader (Grounded in Leadership Theory)
- Leadership Quote Exercise

Readings for Week 2

- Barash, D. (1979) Excerpt from *The Whispering Within*
- Cummins, DD. (1999) Cheater detection is modified by social rank: The impact of dominance on the evolution of cognitive functions. *Evolution & Human Behavior*, 20, 229-248
- DeWahl, FBM. (1995) Bonobo sex and Society. *Scientific American*, March 1995, 82-88
- Glance, NS. & Huberman, BA. (1994) The dynamics of social dilemmas. *Scientific American*, March 1994, 76-81
- Wrangham, D. & Peteren, R. (1996) *Demonic males: Apes and the origins of human violence*
- *Steve Jobs* –
Introduction : How this book came to be --
Childhood : abandoned and chosen --
Odd couple : the two Steves --

Week 2: The Sociobiology of Groups and Leaders: September 7, 2012

- 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
- Goleman, D. (1998) What makes a leader? Harvard Business Review
- House, RJ. & Mitchell, TR. (1974) The path-goal theory of leadership. *Journal of Contemporary Business*, 91-97

- Pierce, J.L. & Newstrom, J.W. (2003) On the meaning of leadership
- Wertheim, E.G. Leadership: An Overview
- Winston, B. & Patterson, K. (2005) An integrative definition of leadership. Working Papers, Regents University School of Leadership Studies
- Wu, S. (2000) Leadership theories: Definition and framework
- Take one of the following online:
 - Leadership Styles Inventory
 - Locus of Control Inventory
 - Myers-Briggs Type Inventory
- *Steve Jobs* –
 - The dropout : turn on, tune in ...* –
 - Atari and India : Zen and the art of game design* –
 - The Apple I : turn on, boot up, jack in ...* –
 - The Apple II : dawn of a new age* –
 - Chrisann and Lisa : he who is abandoned ...* --

Week 3: Theories of Leadership and Leadership Styles: September 14, 2012

Readings for Week 4

- Maccoby, M. (2000) Narcissistic leaders: The incredible pros, the inevitable cons. *Harvard Business Review*
- Milgram-Perils of Obedience
- Volkan, K. (1994) *Psychopathology in Groups and Group Leaders*. Vision/Action
- Volkan, V. (1997) A Palestinian orphanage: Rallying around a leader. In *Bloodlines: From ethnic pride to ethnic terrorism*. New York, NY: Farrar, Straus, and Giroux
- *Steve Jobs* –
 - Xerox and Lisa : graphical user interfaces* –
 - Going public : a man of wealth and fame* –
 - The Mac is born : you say you want a revolution* –
 - The reality distortion field : playing by his own set of rules* –
 - The design : real artists simplify* --

Week 4: Group Psychology & Dynamics, Leadership and Charismatic & Pathological Leaders: September 21, 2012

- Group Structures
- Leadership of Different Groups
- Narcissistic leaders

Readings for Week 5

- Wanassee Conference Proceedings
- *Steve Jobs*
 - Building the Mac : the journey is the reward* –
 - Enter Sculley : the Pepsi challenge* –
 - The launch : a dent in the universe* –
 - Gates and Jobs : when orbits intersect* –
 - Icarus : what goes up ...* –
 - NeXT : Prometheus unbound* –
 - Pixar : technology meets art* –
 - A regular guy : love is just a four-letter word* –
 - Family man : at home with the Jobs clan* –
 - Toy story : Buzz and Woody to the rescue* --

Week 5: Film: The Final Solution: September 28, 2012

Readings for Week 6

- Bennis, W. (2004) The seven ages of the leader. *Harvard Business Review*
- Chandler, D. (2003) Countdown for Rocket Planes. *Technological Innovation*, April
- Heifetz, R. & Laurie, D. (1997) The work of leadership. *Harvard Business Review*

- Hertzberg (2003) Comment, Down-to-earth, New Yorker
- Hoffman, C. (2003) The Right Stuff. *Wired*, July
- Tufte, E. Visual and Statistical Thinking
- *Steve Jobs* –
 - The second coming : what rough beast, its hour come round at last ... --*
 - The restoration : the loser now will be later to win --*
 - Think different : Jobs as iCEO --*
 - Design principles : the studio of Jobs and Ive --*
 - The iMac : hello (again) --*
 - CEO : still crazy after all these years --*

Week 6: Decision Making, Risk Management, Ethics, and Error: October 5, 2012

- The Space Shuttle Challenger Case
- Groupthink
- Bounded Rationality
- Disruptive Technology and leadership

Readings for Week7

- Goffee, R. & Jones, G. (2000) Why should anyone be led by you? *Harvard Business Review*
- Heifetz, R. & Linsky, M. (2002) A survival guide for leaders. *Harvard Business Review*
- Kotter, J. (2001) What leaders really do. *Harvard Business Review*
- Various (2004) Leading by feel. *Harvard Business Review*
- *Steve Jobs* –
 - Apple stores : genius bars and siena sandstone –*
 - The digital hub : from iTunes to the iPod –*
 - The iTunes store : I'm the Pied Piper --*

Week 7: Leading in Adversity: Decision-Making & Communication in Times of Uncertainty: October 12, 2012

- Exercise – Panda Kroll, Esq

Midterm Exam

Readings for Week 8

- Brungardt, CL. New faces of Leadership: Implications for higher education
- DSC-Higher Education Case Study Two
- DSC-Higher Education Case Study Four
- Offerman, LR. (2004) When followers become toxic. *Harvard Business Review*
- Pagonis, W. (2001) Leadership in a combat zone. *Harvard Business Review*. Pagonis
- *Steve Jobs* –
 - Music man : the sound track of his life --*
 - Pixar's friends : ... and foes --*
 - Twenty-first-century Macs : setting Apple apart --*
 - Round one : Memento mori --*
 - The iPhone : three revolutionary products in one --*

Week 8: Surviving in the Outback: October 19, 2012

- The Outback Exercise
-

Readings for Week 9

- *Steve Jobs* –
 - Round two : the cancer recurs --*
 - The iPad : into the post-PC era --*
 - New battles : and echoes of old ones --*

Week 9: Library Research (Amy Wallace): October 26, 2012

Readings for Week 10

- Brink, A (1998) Nelson Mandela
- Dalai Lama (1993) Harvard Address
- Dalai Lama (1989) Biography
- Dalai Lama (1989) Nobel Lecture
- Hallengren, A. (1993) Nelson Mandela and the Rainbow of Culture
- *Steve Jobs* –
To infinity : the cloud, the spaceship, and beyond --
Round three : the twilight struggle --
Legacy : the brightest heaven of invention.

Week 10: Peer Editing: November 2, 2012

Readings for Week 11

- *Steve Jobs* – *FINISH the BOOK!!*

Week 11: Charismatic & Visionary Leadership: November 9, 2012

- Assessment of Leadership
- Steve Jobs

Readings for Week 12

- Lansing, A. (1959) The final day. Excerpt from *Endurance*. New York, NY: Carroll & Graf
- Kunic, JC. & Lester, RI. (1997) Profile of a leader: The Wallenberg effect *The Journal of Leadership Studies*, 4(3)
- Mandela, N. (1993) Biography
- Shackleton Adventure Timeline

Week 12: The Shackleton Expedition (case study): November 16, 2012

Week 13: Thanksgiving Holiday - No Class: November 23, 2012

Week 14: Presentations: November 30, 2012

Week 15: Presentations: December 7, 2012

Final Paper Due

Week 16: Final exam: December 14, 2012

Method for Student Evaluation/Assessment of Learning:

There are four components of the course grade:

1. Class participation
2. A final paper. The paper assignment for this course is to write a biography of a leader. The leader may be well or lesser known, but there should be enough information on the person so that you can complete the assignment. Also, the person you choose should have enough written works, or work written about him or her, so that you can do the annotated bibliography section of the paper. I will provide some lists of leaders in the External Links section of the class Blackboard site from which you may choose. However, we will need to approve of your choice. You should choose somebody by the midterm exam. We can review your choice in class on that day. If you want to get started on your paper earlier (recommended) then talk to us about your choice either in class or during our office hours.
3. A presentation of your research. (You will present your final paper(s) either individually or in teams to the class using appropriate technology – i.e. PowerPoint, etc.)
4. Exams – A Midterm and Final Exam

Participation – 30 points		
Final Paper – 30 points	95-100 points = A	65-69 points = C
Presentation – 10 points	90-94 points = A-	60-64 points = C-
Midterm – 15 points	86-89 points = B+	55-59 points = D+
Final – 15 points	80-85 points = B	50-54 points = D
Total = 100 points	75-79 points = B-	45-49 points = D-
	70-74 points = C+	< 45 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 70 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.

Storage of Student Work: Due to the extreme shortage of space we will hold student work for no more than two weeks after the beginning of the spring semester. After this time, all student work will be disposed of properly.

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 of Students who may apply other disciplinary sanctions. 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!