COURSE TITLE: Topics in Behavioral Science: Psychology of Leadership

COURSE NUMBER: PSY 461

I. RATIONALE:

The purpose of this course is to study effective leadership behaviors, and use that knowledge to examine and develop the student’s leadership capabilities and how to best apply those leadership skills in a variety of life settings.

As Psychology professionals, we recognize that reactions to trauma come in many forms. The content of this course, and discussions about trauma from different perspectives, may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Appreciate the role and need for effective leadership in a variety of settings.

   Learning Outcomes: The student will:

   A-1 Explain the need for leadership in all areas of society.
   A-2 Review major leadership theories.
   A-3 Identify and explain effective and ineffective leadership behaviors.
   A-4 Identify and explain the research methods used in leadership studies.

GOAL B:
Explain effective leadership behaviors and processes.

   Learning Outcomes: The student will:

   B-1 Identify and explain the various theories of leadership and leadership styles.
   B-1a Describe the theory of leadership behavior.
   B-1b Describe the leadership contingency theory.
   B-1c Describe transformational leadership.
B-1d Describe supportive leadership behaviors.
B-1e Describe directive leadership behaviors.
B-1f Describe participative leadership behaviors.
B-2 Determine an appropriate behavior pattern for a given leadership situation.
B-3 Explain how the contingency theory of leadership changes leader behaviors in different situation.
B-4 Discuss the role of followers in leadership roles.
B-5 Identify ethical issues in leading and influencing others.

GOAL C:
Understand levels of emotional intelligence and how they affect leadership behaviors.

Learning Outcomes: The student will:

C-1 Identify levels of emotional intelligence.
C-1a Describe emotional identification, perception, and expression.
C-1b Describe emotional facilitation of thought
C-1c Describe emotional understanding.
C-1d Describe motional regulation and management.
C-2 Explain the relationship between higher levels of emotional intelligence, leadership, and followership.
C-3 Analyze levels of emotional intelligence in well-known leaders.

GOAL D:
Synthesize the impact of environment on leadership behaviors and leadership effectiveness.

Learning Outcomes: The student will:

D-1 Describe current and changing conditions, including physical, psychological, and social factors that affect peoples’ responses to leaders.
D-2 Identify the type of leadership behaviors exhibited in two different settings.
D-3 Evaluate the effectiveness of leadership behavior in one particular circumstance.

GOAL E:
Analyze the psychological forces of human behavior and how they affect leadership effectiveness.

Learning Outcomes: The student will:
E-1 Define Maslow’s hierarchy of human needs.
E-2 Explain how human needs impact the leader’s ability to accomplish goals.
E-3 Explain why satisfied needs are not motivators.
E-4 Explain the difference between psychological needs and social values.
E-5 Explain the potential impact of deficiency motivation.

GOAL F:
Understand how gender and diversity issues affect leadership behaviors.

Learning Outcomes: The student will:

F-1 Explore how differences and values and cultural orientation impact leadership style.
F-2 Examine one’s own feelings toward people from different backgrounds.
F-3 Compare typical male and female approaches to leadership.

GOAL G:
Understanding the leader’s power to create change.

Learning Outcomes: The student will:

G-1 Describe the 4 steps to generating a change environment.
G-2 Contast the behaviors/approaches to change between transactional and transformational leaders.
G-3 State the power leaders have to accelerate change.

GOAL H:
Use appropriate written and oral communication skills.

Learning Outcomes: The student will:

H-1 Communicate information orally in a logical and grammatically correct manner.
H-2 Present written information using APA style.