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**ROWAN COLLEGE
CURRICULUM COMMITTEE**

PROPOSAL TITLE: SEMINAR ON PSYCHOLOGY OF LEADERSHIP 0828-118

UNDERGRADUATE GRADUATE 2 **CREDIT HOURS**

SPONSOR(S): Linda Jeffrey, Laurence R. Marcus

DEPARTMENT & TELEPHONE# Educational Administration Department
Doctoral Program Development Team X-4702

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<u>APPROVED/DATE:</u> <u>NOT APPROVED/DATE:</u> <hr/> <u>DEPT. CURRICULUM CHR.</u> <u>REVIEWED/DATE:</u> <hr/> <u>DEPT. CHR.</u>	<u>SCC#</u> <u>95-96-38</u> <u>DATE RECEIVED:</u> <u>Ronald J. Gordon</u> <hr/> <u>SENATE/CURRICULUM CHR.</u>	<u>REVIEWED DATE:</u> <u>11/21/95</u> <input checked="" type="checkbox"/> <u>RECOMMEND TO APPROVE</u> <input type="checkbox"/> <u>RECOMMEND NOT TO APPROVE</u> <u>FORWARD FOR OPEN HEARING</u> <input type="checkbox"/> <u>WITHOUT RESERVATIONS</u> <input type="checkbox"/> <u>WITH RESERVATIONS</u> <u>COMMENTS:</u> <u>L. Jeffrey</u> <hr/> <u>SCHOOL COMMITTEE CHR.</u>

STEP #4 (ACADEMIC DEAN) **COMMENTS:**

RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL L. Jeffrey 11/21/95

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 11/21/95

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 11/21/95

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 11/21/95 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE Ronald J. Gordon 11/21/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 2

FACULTY LOAD HOURS 2

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/2/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

REGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0525-718

DATE/SIGNATURE OF REGISTRAR B. J. Keiser 10 Jan 96

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **Seminar on the Psychology of Leadership**
- b. Sponsors: Laurence R. Marcus, Linda Jeffrey, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Leadership Theory
- g. Suggested time and scale of implementation: Spring 1
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short-term Evaluations: N/A -- new course

2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

Psychology provides the underpinning of much of the literature regarding leadership and organizational behavior. The study of organizations, for example, typically includes a focus on views of human nature (McGregor's Theory X and Theory Y, Argyris' Immaturity-Maturity Theory, etc.), as well as on theories of individual motivation (Maslow's Hierarchy of Needs, Herzberg's Motivation-Hygiene Theory, etc.). Further, theory holds that a leader in an educational or other professional setting must create the conditions that permit staff to achieve their higher order motivational needs in order for the organization to achieve its goals. Such introductory-level courses also focus on the

social psychology of small group dynamics. Thus, it is clear that increased knowledge of the nexus between psychology and leadership can improve leadership effectiveness.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: Students will develop their understanding of the psychological needs of persons who seek leadership roles, of human nature in the work place, of the psychological factors that underpin decision-making and acceptance of change, and of utilizing psychology to create a more supportive, empowering, and effective workplace.

b. Topical Outline/Content:

- (1) The psychological theories of leadership
- (2) Personalities of leaders, including the relationship between attitudes and behaviors, and issues of power, control, and charisma
- (3) Distinguishing self from role: insight into one's own patterns of response to the expectations of the leadership role; transference/counter transference issues
- (4) Human nature in the workplace: the reality of emotions, the mix of personalities
- (5) Establishing psychological contact with staff: empathic listening, building two-way trust, issues of empowerment
- (6) Understanding and dealing with difficult people
- (7) The role of leadership in the construction of reality
- (8) Creating a supportive environment through stress management
- (9) Understanding the psychology of decision-making in order to facilitate better decisions
- (10) Understanding the psychological factors regarding change in order to foster readiness for change

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Grading and evaluation procedure of students: Students will write and present to the class a reflective paper on the psychological factors affecting their desire for leadership. They will also write and present a paper utilizing the psychology literature to demonstrate their understanding of the factors related to stress, decision-making, or acceptance of change in their workplace; a proposal intended to foster improvement will be part of the paper.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

Catalogue Description

This course develops students' understanding of the psychological needs of persons who seek leadership roles, of human nature in the work place, of the psychological factors that underpin decision-making and acceptance of change, and of utilizing psychology to create a more supportive, empowering, and effective workplace.

Prerequisite: Leadership Theory