

# COURSE SYLLABUS



## Leadership and the Self

**Course code:** PSY 275

**Semester and year:** Spring 2026

**Day and time:** Thursdays 15:00-17:45

**Classroom:** 2.05

**Instructor:** Dr. Joshua M. Hayden

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**Consultation hours:** Tuesdays 9:00-11:00; Wednesdays 13:00-16:00 and by appointment

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Intermediate
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	---
<b>Contact hours</b>	42 hours	<b>Course type</b>	Bachelor Required/Elective

### 1. Course Description

Leadership is personal because it engages our values, involves trust, and instills identity. The notion of the self and its connection to the practice of leadership goes at least as far back as Plato's Republic. Modern psychology in the 20<sup>th</sup> Century began to take up traditionally philosophical inquiry into personal authenticity and through the positive psychology movement deepened the knowledge base in the connection between self-awareness, influence, and organizational performance. This course explores the connection between knowledge of the self and leadership effectiveness. Many recent studies have established the connection between leader self-awareness and relational competencies such as teamwork, goal-performance and communication. We will explore themes such as self-disclosure, trust, power, self-regulation, and emotional intelligence in terms of the relationship to an effective leadership process. We will also critically analyze the theory of authentic leadership and add some missing components to give a fuller understanding of the relationship between the self and leadership.

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain key psychological concepts related to fostering good leadership;
2. Describe the reciprocal relationship between the internal and the external dimensions of leadership;
3. Analyze their own personality and internal defense mechanisms that come into play when attempting to influence others toward a common pursuit;
4. Deconstruct ideas of authenticity within positive psychology and compare them to existential understandings of the self as applied to leadership;
5. Articulate their own leadership philosophy—including their personal commitments and habits that flow from it;
6. Synthesize lessons from failed leadership within a case study approach.

### 3. Reading Material

#### ***Required Materials***

- All readings are available on ***MyLearning*** and at the links below in the schedule

#### ***Required:***

- Arbinger Institute (2010) *Leadership and Self-Deception: getting out of the box*. San Francisco: Barrett-Koehler.
- Bower, Schoorman & Tan, A Model of Relational Leadership: the Integration of Trust and Leader–Member Exchange. *Leadership Quarterly*
- Burns, J.M. (1978) *Leadership*. Harper Collins.
- Edmonson & Lei (2014) “Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct”. *Annual Review of Organizational Psychology and Organizational Behavior* 1(1):23-43.
- Eurich, T. (2018) *Insight: The Surprising Truth About How Others See Us, How We See Ourselves, and Why the Answers Matter More Than We Think*. New York: Currency.
- Galinsky, Magee, Inesi & Gruenfeld (2006) Power and Perspectives Not Taken, *Psychological Science*.
- Haslam & Reicher (2016) Rethinking the Psychology of Leadership: From Personal Identity to Social Identity, *Dædalus, the Journal of the American Academy of Arts & Sciences*.
- Kernis & Goldman, A Multicomponent Conceptualization of Authenticity: theory and research. *Advances in Experimental Social Psychology*.
- Komives et. al. (2006) A Leadership Identity Development Model: Applications from a Grounded Theory, *Journal of College Student Development*.
- Ladkin, D. & Spiller, C.(eds) (2013) *Authentic Leadership: Clashes, Convergences, and Coalescences*. Edward Elgar Publishing.
- McAdams (2008) “Personal Narratives and the Life Story” in *Handbook of personality: Theory and research* (3rd ed)
- Northouse, P. (2016) *Leadership: Theory and Practice*. San Francisco: Sage.
- Wren, J.T. (1995) *The Leader’s Companion: Insights on Leadership Through the Ages*. Free Press.

#### ***Recommended:***

- Bennis, W. (1989) *On Becoming a Leader*. New York: Basic Books.
- Cron & Stabile, *The Road Back to You*. ch. 2 “Finding Your Type”. Intervarsity Press Books.
- Heifetz, R. (1994) *Leadership Without Easy Answers*. Cambridge, MA: Harvard Business School.
- Thacker, K. (2016) *The Art of Authenticity: Tools to become an authentic leader and your best self*. New Jersey: John Wiley and Sons, Inc.

#### 4. Teaching methodology

This course will seek to balance high expectations with high support of you and your learning. Effective communication takes consistent practice. To better accomplish our goals, we will:

- Frequently engage in individual exercises and critique in pairs and groups to help each other learn.
- Ask questions and engage in dialogue about the subject matter in class.
- Work in groups on case studies and problem-solving activities with reflection.
- Debate one another with civility in response to readings, class exercises, and current events.
- Give oral presentations in class and receive feedback from the professor as well as peers.

#### 5. Course Schedule

Date	Class Agenda
Lesson 1: February 5	<b>Topic: Defining Leadership and the Dangers of Leading</b> <b>Description:</b> Our goals are to preview the themes of the class, discuss our theoretical framework and describe the course assignments and syllabus. <b>Reading:</b> <ul style="list-style-type: none"><li>● This syllabus</li></ul> <b>Assignments/deadlines:</b> <ul style="list-style-type: none"><li>● Bring questions about the syllabus to class</li></ul>
February 12: <b>No class meeting</b>	<b>NO CLASS MEETING</b> <b>(there will be a Friday makeup class scheduled for Friday, March 13 from 10-12)</b>
Lesson 2: February 19	<b>Topic: Transforming Leadership and the Moral Self</b> <b>Description:</b> James MacGregor Burns book, <i>Leadership</i> , is a seminal work in leadership studies in which he develops his theory of “transforming leadership.” Burns was a political scientist but he developed this theory based in part on Maslow’s Hierarchy of Needs and the Kohlberg’s theory of moral development. Burns not only saw leadership as a relational activity, but a phenomena that had ethics/morality at its center. We will discuss the origins of morality and how moral reasoning can be a guide to the ‘elevating power of leadership.’ <b>Reading due:</b> <ol style="list-style-type: none"><li>1. Burns, <i>The Structure of Moral Leadership</i>, in <i>Leadership</i> (1977) abridged in Ciulla, <i>The Ethics of Leadership</i>.</li><li>2. Listen to Adam Galinsky “How to be an inspiring leader” on Speaking of Psychology podcast: <a href="https://www.apa.org/news/podcasts/speaking-of-psychology/inspiring-leader">https://www.apa.org/news/podcasts/speaking-of-psychology/inspiring-leader</a></li><li>3. Kohlberg &amp; Hersh (1977) <i>Moral Development: A review of the theory. Theory into Practice.</i></li></ol>

<p>Lesson 3: February 26</p>	<p><b>Topic: Authenticity and Authentic Leadership Theory</b>  <b>Description:</b> Corporate scandals, corruption in politics, and false claims of people in leadership roles seem to abound in the news. We can name more shameful failures to lead well than inspirational and exemplary ones. For the past decade or so, leadership scholars have articulated, studied and debated a model of authentic leadership based on the subfield of positive psychology—the study of human flourishing. We will discuss the components of authentic leadership theory and the context that makes it so challenging. We will also trace the concept of “authenticity” which has a rich history in philosophy.  <b>Reading due:</b>  1. Northouse, <i>Leadership Theory &amp; Practice</i>, ch. 11 “Authentic Leadership”  2. Kernis &amp; Goldman, A Multicomponent Conceptualization of Authenticity: theory and research. <i>Advances in Experimental Social Psychology</i>.  3. Listen to WorkLife podcast with organizational psychologist, Adam Grant, Episode: “Authenticity is a double-edged sword”  <a href="https://www.ted.com/talks/worklife_with_adam_grant_authenticity_is_a_double_edged_sword">https://www.ted.com/talks/worklife_with_adam_grant_authenticity_is_a_double_edged_sword</a>  <b>Assignments/deadlines:</b>  <ul style="list-style-type: none"> <li>Take the Authenticity Assessment (AI-3) online: <a href="https://psytests.org/ident/ai3en.html">https://psytests.org/ident/ai3en.html</a> and bring results to class.</li> </ul> </p>
<p>Lesson 4: March 5</p>	<p><b>Topic: Trust and Relational Leadership</b>  <b>Description:</b> In the leader-follower relationship trust is an essential component. Yet trust is not only multifaceted, but can be a fragile thing in a group working towards a common goal, especially under stress. We will discuss the psychological barriers to trust as well as the actions that lead to interpersonal trust. The context of maintaining and gaining mutual trust will be relational leadership theory and a well-research leadership theory called Leader-Member Exchange (LMX) theory, which we will apply.  <b>Reading:</b>  1. Bower, Schoorman &amp; Tan, A Model of Relational Leadership: the Integration of Trust and Leader–Member Exchange. <i>Leadership Quarterly</i>  2. Zak, The Neuroscience of Trust, <i>Harvard Business Review</i> (2017)  <b>Assignments/deadlines:</b>  <ul style="list-style-type: none"> <li><b>Personal Leadership Theory Paper</b></li> </ul> </p>
<p>Lesson 5: March 12</p>	<p><b>Topic: Self-awareness: personality, impression management, and influence</b>  <b>Description:</b> Within the area of psychology known as “self knowledge”, self-awareness has received a lot of research attention. In this session we will explore the outward aspects of self-awareness, what we present to the world and how we try to influence others. Often people who would take on a leadership role unconsciously or consciously wear a “mask” and try to create impressions on others. Largely our personalities can become self-protective mechanisms that we reinforce in our lives to guard against our vulnerabilities to rejection, hurt, or shame. The first step to understanding ourselves is recognizing the ways in which we participate in this. We will also discuss the Dunning-Kruger Effect, a cognitive bias that impairs our ability to be truly self-aware.  <b>Reading:</b>  1. Harter, Impression Management, in <i>Leadership: The Key Concepts</i></p>

	<p>2. <a href="#">Watch Tasha Eurich’s TED talk: “Increase your self-awareness with one simple fix”</a></p> <p><b>Assignments/deadlines:</b></p> <ul style="list-style-type: none"> <li>• <b>Take the Insight Self-awareness Quiz</b> online at <a href="https://www.insight-book.com/Quiz">https://www.insight-book.com/Quiz</a> and upload your results to NEO (emailed to you in a PDF) Note: This short quiz also requires you to send it to a friend that knows you well, so sure to make time for this. (<b>Post your result on NEO- participation assignment</b>)</li> <li>• <b>Take the Big Five Personality Assessment:</b> <a href="https://openpsychometrics.org/tests/IPIP-BFFM/">https://openpsychometrics.org/tests/IPIP-BFFM/</a> and <u>bring your results to class.</u></li> </ul>
<p>Lesson 6 <b>FRIDAY</b> March 13 10-12</p>	<p><b>Topic: Self-Awareness: motivations and the narrative self</b></p> <p><b>Description:</b> In this session we will deal with the question, “Does personality really capture who we are deep down?” We will use an ancient system called the Enneagram (Any-a-gram) with its 9 types to discuss personality as a defense mechanism, going beneath the “surface” to core motivational and patterns of thought that drive our behaviors and habits. Students will take the Enneagram assessment to identify their dominant type and explore the ways in which it has shown up in his or her experience and could impact the way in which they build trust with others. We will use this information, in part, through the lens of Dan McAdams research on “narrative identity” to understand our motivations and desires embedded in stories we embrace.</p> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. McAdams (2008) “Personal Narratives and the Life Story” in <i>Handbook of personality: Theory and research</i> (3rd ed)</li> <li>2. Read more about each type, and the Enneagram itself, at: <a href="https://www.enneagraminstitute.com/type-descriptions">https://www.enneagraminstitute.com/type-descriptions</a></li> </ol> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• Take the Riso-Hudson Enneagram Type Inventory to find your dominant type at <a href="https://assessment.youenneagramcoach.com/">https://assessment.youenneagramcoach.com/</a></li> </ul>
<p>Lesson 7: March 19</p>	<p><b>Topic: Conversation with a Leader: Šimon Pánek, Director and Co-Founder of People in Need</b></p> <p><b>Description:</b> Šimon Pánek is the co-founder and executive director of People in Need (PIN), one of the largest non-governmental organizations in Central and Eastern Europe. Pánek is a member of the European Council on Foreign Relations and a founding member of the Board of the European Partnership for Democracy. From 2004 to 2010, Pánek was the Chairman of the Board of the Czech Development Cooperation Forum called FoRS. From 2011 to 2013, Pánek served as the Supervisory Council President of Alliance 2015, European NGO. Since 2016, Pánek has been the Chairperson of the Board of Trustees of Prague Civil Society Centre. Pánek’s activism goes back to 1989. As a student activist in the Velvet Revolution, he was a leader of the anti-regime occupation strike and a member of Václav Havel’s team for negotiations with the communists.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Watch a short video about our guest leader: <a href="https://www.rferl.org/a/czech-russia-ukraine-bosnia-belarus-serbia-macedonia-panek/26687018.html">https://www.rferl.org/a/czech-russia-ukraine-bosnia-belarus-serbia-macedonia-panek/26687018.html</a></li> </ul> <p><b>Assignments:</b> Bring your questions for our guest leader! (at least one)</p>

<p>Lesson 8: March 26</p>	<p><b>Topic: Blindspots and Shadows: Individuation and Leadership</b>  <b>Description:</b> Karl Jung had a theory about what it meant to be a whole person. His concept of the shadow self was integral to his concept of individuation, the process by which we face our darker features and tendencies and learn to integrate them into our self-understanding. This “journey of individuation” can help us see where we need others and how our cognitive, affective and behavioral tendencies can get in the way of leading others well.  <b>Reading due:</b></p> <ol style="list-style-type: none"> <li>Ladkin, Spiller &amp; Craze, The journey of individuation: A Jungian alternative to the theory and practice of leading authentically. In <i>Leadership</i>, 2018.</li> <li>Eurich, <i>Insight</i> ch. 3 “Blindspots”</li> </ol> <p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>Self-Assessment Analysis due</li> </ul>
<p>NO CLASS MTG.: April 2</p>	<p><b>ENJOY YOUR SPRING BREAK!</b></p>
<p>Lesson 9: April 9</p>	<p><b>Topic: Power, Status, and Privilege</b>  <b>Description:</b> One of the main criticisms of authentic leadership theory is that it does not account for power differences. Power affects the way leaders and followers collaborate. The corrupting influence of power is the typical explanation for the moral failings of any high ranking official. Yet how and why does power corrupt? Are there conditions of leadership that are more conducive ethical failure? Taylor uses his vast experience as an actor to look at authenticity in terms of raising and lowering ones status to be an effective leader.  <b>Reading:</b></p> <ol style="list-style-type: none"> <li>Taylor, “Authentic Leadership and the Status Trap” In Ladkin &amp; Spiller, <i>Authentic Leadership: Clashes, Convergences, Coalescences</i>.</li> <li>Useem, Power Causes Brain Damage. <i>The Atlantic</i> (2017)</li> <li>Galinsky, Magee, Inesi &amp; Gruenfeld, Power and Perspectives Not Taken, <i>Psychological Science</i>, 2006</li> </ol>
<p>Lesson 10: April 16</p>	<p><b>Topic: Self-deception and Followership</b>  <b>Description:</b> Most people claim to be well above average in many professions, which is statistically impossible. Leaders and followers too can go on believing what they want to believe and the distortions can be quite dramatic. The trap of self-justification becomes prominent where leaders treat followers as obstacles or objects for their own will. This can lead to toxic workplaces or at least toxic relationships. In this session we will discuss theory about followership, types of followers and the authoritarian personality that Erik Fromm first introduced. We will also discuss ways to break through self-deception, even if that means receiving some unwanted information.  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>Arbinger Institute, Understanding Self-Deception and Its Impact on Leadership, from <i>Leadership and Self Deception</i> chapter 1</li> </ul>

	<ul style="list-style-type: none"> <li>• Kellerman, <i>What Every Leader Needs to Know About Followers</i>, Harvard Business Review.</li> <li>• Edmonson &amp; Lei (2014) “Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct”. Annual Review of Organizational Psychology and Organizational Behavior.</li> </ul>
<p>Lesson 11: April 23</p>	<p><b>Topic: Self-esteem and Narcissistic Leadership</b>  <b>Description:</b> Narcissism is part of the “dark triad of personality” but it also characterizes a tendency that we all have to become overinvested in our sense of self importance. Self-esteem usually has a positive connotation but as a motivator it can lead to worse performance and overconfidence. What is the proper place of self-esteem especially in pursuit of larger goals? How does one work productively with a narcissistic leader? We will explore these issues in the leader-follower relationship and get to the roots of narcissism and humility.  Reading:  1. Chamorro-Premuzic, Are Narcissistic Leaders Actually Insecure? Forbes, 2026  2. Brunell et. al., Leader Emergence: The Case of the Narcissistic Leader. <i>Personality and Social Psychology Bulletin</i>  <b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• Failed Leadership Paper</li> </ul>
<p>Lesson 12: April 30</p>	<p><b>Topic: Self-compassion and Growth</b>  <b>Description:</b> Research has shown that the key to personal growth and well-being is not self-criticism as many assume, but in the practice of self-compassion. Why is that? We will discuss the components of self-compassion, how it works, how it is developed and its relationship to the pressures of leading others. We will take an assessment and apply evidence-based exercises that have been shown to increase self-compassion.  <b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Watch Kristin Neff’s TEDxTalk entitled, “The Space Between Self-Esteem and Self Compassion”:  <a href="https://www.youtube.com/watch?v=IvtZBUSplr4&amp;t=2s">https://www.youtube.com/watch?v=IvtZBUSplr4&amp;t=2s</a></li> <li>2. Warren, Smeets and Neff “Risk and Resilience” in <i>Current Psychiatry</i></li> </ol> <p><b>Assignments due:</b></p> <ul style="list-style-type: none"> <li>• Take the Self-compassion Test and bring your results to class: <a href="https://self-compassion.org/self-compassion-test/">https://self-compassion.org/self-compassion-test/</a></li> </ul>
<p>Lesson 13: May 7</p>	<p><b>Topic: Building Leadership and Group Identities</b>  <b>Description:</b> In his analysis of leaders, Howard Gardener (1996) concluded that the common thread across great leaders was their propensity to be good story-tellers and almost all their stories were about group identity. Other psychologists have called leaders “entrepreneurs of identity” for their ability to both communicate and embody a group identity. Related to this, and rooted in identity development theory is the Leadership Identity Development model which maps the stages of seeing oneself as a capable leader. Self-perception and self-efficacy matter here and we will discuss how one moves through the stages of leadership identity. In this session we will also report on our Leadership Challenges and some lessons learned.</p>

	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Komives et. al. A Leadership Identity Development Model: Applications from a Grounded Theory, <i>Journal of College Student Development</i>, 2006 .</li> <li>2. Haslam &amp; Reicher, Rethinking the Psychology of Leadership: From Personal Identity to Social Identity, <i>Dædalus, the Journal of the American Academy of Arts &amp; Sciences</i>, 2016.</li> </ol> <p><b>Assignments due:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrative Reflection on Leadership Challenge</b></li> </ul>
Lesson 14: May 14	<p><b>Topic:</b> Final Exam &amp; Course Conclusions</p> <p><b>Description:</b> The final exam will cover selected areas from the course, which will be noted for students several weeks in advance. We will also follow-up on self-leadership skills and how to take the learning from this class for continual personal leadership development.</p> <p><b>Readings:</b> none</p> <p><b>Assignments due:</b></p> <ul style="list-style-type: none"> <li>• <b>Study for Final Exam</b></li> </ul>

## 6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	15%	3,5	1,2
Personal Leadership Theory Paper	10	15%	1,3	1,3
Self-Assessment Analysis	20	20%	6	1,3
Failed Leadership Paper	25	15%	4,3	1,3
Leadership Challenge & Integrative Reflection Paper	28	20%	1,2,3	1,2
Final Exam	20	15%	1	2
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. Detailed description of the assignments

### *Attendance and class participation (includes short reflections and assessments)*

Attendance and participation include short assignments that go with the reading, putting cell phones away (not on the table), and being on-time for class. Your participation grade will depend, in large part, on your active participation each class per the areas below.

**For online students, class participation will be more challenging. You will need to show your active engagement during class each time.** This means:

- Keeping your camera on during class
- Participating at least once for each class live, in chat on Teams, or raising your hand through Teams.
- Actively participating in group conversations and activities
- Asking thoughtful questions (through chat or during class)

The following are some general expectations for class participation that are inspired by the approach of Aristotle in finding the ideal mean of the virtue. An ideal—perhaps even virtuous—student will substantively improve the learning of the group by doing some or all of the following:

1. **Curiosity:** Ask questions that uncover confusion or contradiction, probe the depths of an idea, or appropriately apply concepts from the texts to the real world.
  - The excessive student will ask too many questions or frequently interrupt the flow of the conversation. An excessive student might dominate the conversation to take it in a direction that is more about personal interest than improving learning in the group.
  - The deficient student will not add to the group, will be reluctant to share his or her own confusion, questions, or insights. If the class were to be dominated by deficient students, then the class's learning would depend on the performance of the authority figures only, rather than on collective learning.
2. **Collaboration:** In small groups, the virtuous student would help the group learn by keeping on task, exploring new ideas, listening, and appropriately adding their own questions and insights.
  - The excessive student will dominate the small group with his or her own agenda, not listen deeply to the ideas of others, consider his or her own needs and not the needs of the group to learn collectively.
  - The deficient student will not actively participate, will allow others to take charge and lead the way, will not offer insights to further the learning of the group.
3. **Contribution:** The virtuous student would come to class not only having done the reading, but having given it thought. The virtuous student is willing to express confusion and questions and offer theories of explanation.
  - The excessive student might read the texts only to show off his or her learning. The excessive student might hijack the conversation by only wanting to discuss the reading that most spoke to him or her.
  - The deficient student would not have done the reading or have done it sparingly or without thoughtfulness. The deficient student would have trouble adding to the learning of the group because they have no knowledge of the shared texts.

- **Assignment 1: Personal Leadership Theory Paper**

There are many leadership theories out there and in the first few weeks of class you will learn about several contemporary theories. In this paper, you need to use the readings combined with your own previous experience to devise a normative leadership theory that could explain how leadership works and offer yourself some solid guidance on how to approach the leadership process. The goal is to think for yourself, but not by yourself. We will discuss the nature of theories and what they do so that you can be careful to be specific and grounded in your theory. You will build on previous leadership theories and distill a simplified (but not oversimplified) model for a complex phenomena. Early in the semester may seem too soon, but this assignment is not only a starting point but very useful for a practical assignment you will be given later in the semester.

**Assessment breakdown**

Assessed area	Percentage
Shows good understanding of previous leadership theories	20%
Synthesizes research and experience into coherent and understandable structure	20%
Uses accurate APA citation and paraphrases research well	20%
Well organized and clearly written (grammar, syntax)	20%
Adheres by guidelines and integrates experience to support components of the theory.	20%

- **Assignment 2: Self-Assessment Analysis**

You will have several opportunities in this course to practice internal and external self-awareness by using various psychological tools, such as the Big Five and the Enneagram, to understand yourself in a deeper and fuller way. You may even become more awake to a blindspot in your relations with others or in your orientation towards work and projects. This assignment is a specific way to distill these revelations into a narrative and plan related to the process of leadership and followership. You will demonstrate that you have reflected on the results of the assessments, citing specific examples as you make connections with your experience, and that you have sought outside help from others in that reflection.

**Assessment breakdown**

Assessed area	Percentage
Draws from the assessments we have discussed in class and demonstrates an understanding of both their intent and limitations	25%
Demonstrates critical thinking and good analysis- connection to readings	25%
Provides examples of their results in action and past experience	25%
Shows a willingness to look at their own weaknesses and limitations that could impact good leadership	25%

- **Assignment 3: Failed Leadership Paper**

Every good leader has stories of failure. One of the premises of this class is that we can learn a lot about leadership by examining cases where people failed to lead well. We can learn a lot about being our authentic selves by the times we weren't ourselves for

whatever reasons. In this assignment, you will conduct an interview with a person who has been a leader in your life—a mentor, a coach, a teacher, a community member (but *not your parents*)—about a time, or times, they failed to lead, what the experience was like, and what they learned from it. In your paper, you will then discuss what the leadership failure was and analyze the interview by distilling the lessons that you learned from it. You might be surprised by the results and the experience of the interview itself will be authentically illuminating in terms of a person of influence in your life revealing something that they are not particularly proud of, but yet revealing the meaning that came from it.

**Assessment breakdown**

Assessed area	Percentage
Describes successfully the key elements of the leadership failure	25%
Evidence of good interviewing, submission of questions	25%
Analyzes key failure and distills unique lessons from the interview relating to at least three (3) readings from class	25%
Well-organized and professional writing	25%

- ***Assignment 4: Leadership Challenge and Integrative Reflection Paper***

Leadership can only partially be learned in the classroom because ultimately it needs to be practiced and reflected upon. This assignment will put you and two other peers in charge and responsible for an initiative, such as a class, training or event. With guidance, you will design the experience or initiate per the needs of the participants. The practical process will be in three parts: (1) a meeting with the person or people in charge of the initiative (e.g. professor or Student Council representative) for understanding the context, goals, expectations, (2) actual design, planning and implementation of the initiative, and (3) feedback from the responsible parties. But experience without reflection is not learning. So you will write up what you did, how you did it, the challenges you faced and some lessons learned through the experience. I am fully aware that not all projects will be equally successful. I do want you to success, but regardless there is a lot to be learned even through a bad experience. What a great time to take a risk in service of others!

**Assessment breakdown**

Assessed area	Percentage
Evidence of completion of the Leadership Challenge (reflection on feedback)	20%
Integrates the readings from class into the analysis of experience. Reflects on concepts and how they explained or affected student’s experience	20%
Clear and specific lessons on leadership drawn from the challenge	20%
Clear and specific lessons critically reflecting on themselves in a leadership role (using psychological concepts from class)	20%
Follows assignment guidelines, structured well and uses APA citations correctly.	20%

- **Assignment 5: Final Exam**

Keeping up with and reflecting on the readings is a critical aspect of this class. We will discuss and debate the readings during class time and students will be accountable to bring in questions and key insights from the readings that they want to discuss. The quizzes will usually cover multiple lessons and will be both multiple choice and short answer. Both will be on NEO, closed notes, and timed.

**Assessment breakdown**

Assessed area	Percentage
Follows parameters set in the assignment in terms of length—is concise	25%
Applies key concepts from class to their personal evaluation and sense of their leadership strengths and weaknesses	25%
Provides practical steps and habits they can develop to integrate his or her philosophy	25%
Writes in a personally meaningful and compelling way	25%

**8. General Requirements and School Policies**

**General requirements**

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work. Please see the AAU intranet for a [summary of key policies](#) regarding coursework.

**Course specific requirements**

- **Very limited use of laptops in class: take handwritten notes if you want better outcomes!**

Laptops will only be used in class rarely, I strongly recommend that you take handwritten notes. There is strong evidence that suggests that using laptops to take notes (vs. taking handwritten notes) results in **shallower processing and worse performance** on conceptual questions (Mueller & Oppenheimer, 2014). Note taking **improves cognitive processing** and forces students to summarize and process as they go along instead of copying verbatim as students tend to do with laptops. Laptops create a **distracting environment** from course material and active engagement. Evidence suggests this has detrimental effects on student learning (Dontre, 2021).

Class presentations, PowerPoints, will be available on NEO for your review after class. Readings are meant to complement classroom lectures, activities and discussions so your notes will be critical along with the readings for full comprehension and your success in this class.

References on note taking:

- Dontre, A. J. (2021). The influence of technology on academic distraction: A review. *Human Behavior and Emerging Technologies*, 3(3), 379-390.
- Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological science*, 25(6), 1159-1168.