Seminar in Leadership

I. General Information

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<th>Course Number</th>
<th>HRM 657</th>
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<td>Title</td>
<td>Seminar in Leadership</td>
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<td>Units</td>
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<td>Prerequisites</td>
<td>Graduate business standing</td>
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<td>Course Coordinator</td>
<td>Dr. David Abramis</td>
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<td>SCO Prepared by</td>
<td>Dr. David Abramis</td>
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<td>Date prepared/revised</td>
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II. Catalog Description

Development of leadership abilities. Effectiveness of numerous approaches to leadership from both managerial and psychological viewpoints. Understanding leadership styles and abilities of self and others through assessment. Personality, situational factors, group processes, followership, and implications for leadership training. Letter grade only (A-F).

III. Curriculum Justifications

The purposes of this course are threefold: 1) to increase the breadth and depth of students’ understanding of theories and ideas about leadership, 2) to develop students’ ability to lead, and 3) to help students to understand, create, and achieve their personal goals in life through the functions of leadership. This course will be comprised of six sequential phases of learning: (1) developing students’ understanding of the primary ways in which excellent leadership occurs, (2) developing students’ understanding of the psychological issues which underlie leadership and followership, (3) improving students’ understanding of your own leadership strengths and weaknesses, (4) creating a plan to develop students’ leadership ability.
IV. Course Objectives

**Interpersonal, Leadership & Team Skills:** *Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both orally and in written form.*

Students will develop their analytical abilities in understanding the behavior of individuals, groups, and organizations in the context of leadership. Students will develop confidence in their own leadership abilities that should be applicable in both traditional and nontraditional organizations.

**Critical Thinking:** *Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.*

Students will develop their critical thinking skills through: 1) systematic examination of the challenges facing leaders of groups and organizations and critically evaluating potential approaches to address these challenges, 2) making logical and defensible recommendations that are consistent with relevant facts, and effectively communicating these recommendations both orally (e.g., presentations, class discussion) and in writing, and 3) critically assessing various theories of leadership.

Suggested methods of assessment: oral contribution to class discussion, research papers, case analysis and presentation, simulations, written evaluation of self-assessments, team projects, and creation of personal leadership development plans.

**(Management Specific) Business functions:** *Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.*

Students will demonstrate knowledge of various aspects of excellent leadership, the special problems and challenges of leadership, and a wide range (e.g., 10-20) of measures of their own leadership ability (e.g., personality as it relates to leadership), through, at minimum, in-class discussion and a lengthy personal leadership development plan that integrates all aspects of the course (e.g., readings and self-assessments).
V. Outline of Subject Matter

The topic outline for the course may include the following:

When Leaders are At Their Best
Clarifying Values
Inspiring a Shared Vision
Challenging the Process
Enabling Others to Act
Encouraging the Heart
The Leader as Mirror
Narcissism and the Exercise of Power
Letting Go of Power
Hubris and Power
Humor and Power
The Abuse of Power
Self-Assessments (many and varied)

VI. Methods of Instruction

a) Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO.

b) Instructors should use appropriate books that are consistent with the course description stated in Section II and serve the course objectives listed in Section IV of this SCO. (See the University Policy PS 79-08 on the Choice of Textbooks). The following is illustrative:
   - The Leadership Challenge (Kouzes and Posner)
   - Leaders, Fools, and Impostors (Kets de Vries)
   - Collection of Readings and Self-Assessments regarding leadership

Instructors may use a custom book. Additional readings and cases may be selected.

VII. Instructional Policy Requirements

a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.

b) Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance, Course Syllabi, Final Course Grades, Grading Procedures, Final Assessments, and Withdrawals. If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.

c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
d) Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.