



***Psychology of Leadership: The Pathway to Lead the Business Spaces***

***Course Instructor: Dr. Ragland Thomas Gamaliel***

***Jindal Institute of Behavioral Sciences (JIBS)***

***Course Code : BE-E-0140***

***Three Credit Course***

## FALL SEMESTER 2026

### Course Description:

While the great debate continues as to whether leaders are born or made, there is sufficient data to show that leaders can be developed. However, the leadership challenge in the 21<sup>st</sup> century has shifted to understanding the ‘how’ of leadership given the multiple challenges faced by leaders in the present and the future. While the ‘what’ of leadership has been understood well through many empirical and conceptual studies on various theories of leadership, the ‘how’ of leadership has now become a focus area for leadership studies.

The shift to the ‘how’ of leadership is due to the many challenges of the volatile, uncertain, complex and ambiguous business context along with the different generations at work, the emergence of artificial intelligence, dynamic business organizations, shifting expectations of people and changing currents in global relations and so on. All these have come together to stress that leadership is about mastering the psychology of people. We'll look at what makes a good leader by understanding how our minds work. You'll learn how to talk to people, work well in teams, make fair choices, and create a good environment at work. We'll also discuss modern challenges like leading people from different backgrounds and using technology. Through lessons and real-life examples, you'll get practical skills to be a better leader in the business world.

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**Course Credits:** 3 Credits

### Course Aims:

- 1. Master Core Leadership Principles:** To equip students with foundational knowledge of leadership psychology, enabling effective communication, ethical decision-making, and an understanding of team dynamics.
- 2. Cultivate a Positive Work Environment:** To teach students the impact of leadership on organizational culture and guide them in fostering collaborative, inclusive, and productive workspaces.
- 3. Navigate Modern Business Challenges:** To prepare students to address contemporary issues in leadership, including leading diverse teams, harnessing technology, and adapting to an ever-evolving business landscape.

### Course Intended Learning Outcomes:

- 1. Talk & Team Up:** Sharpen skills to express ideas and collaborate smoothly within groups.

2. **Choose Wisely:** Gain the know-how to navigate tough decisions with fairness and integrity.
3. **Roll with the Times:** Become agile, ready to embrace new tech and diverse work settings.

### **Assessment Process:**

The course will be majorly taught using class discussions, anecdotes, presentations, readings, and experiential exercises. The evaluations will include in-class activities, individual and group presentations, written assignments, quizzes, and projects.

### **Percentage breakdown of Grade:**

70% Internal Exam (Divide into several components)  
15% In class Activity \*  
15% In class Quiz\*  
15% In class Presentations\*(end semester)  
15% Self-Assessment and Plan  
10% Leadership Case Analysis

30% End Semester Exam (Closed book and timed)

(\*Please note that absenteeism on day of assessment will not be entertained and assessments will not be rescheduled.)

### **Course Outline**

#### **Module 1: Introduction to Leadership Psychology**

- Definition of leadership and leadership psychology
- Historical perspectives on leadership
- Role of psychology in leadership

#### **Suggested Readings:**

- Northouse, P.G. (2018). Leadership: Theory and Practice. Sage Publications.
- Stogdill, R.M. (1974). Handbook of leadership: A survey of theory and research. New York: Free Press.

#### **Module 2: Individual Factors and Leadership**

- Personality and leadership
- Cognitive processes
- Emotional intelligence and leadership

### **Suggested Readings:**

- Goleman, D. (1995). Emotional Intelligence. Bantam Books.
- Dweck, C. (2006). Mindset: The New Psychology of Success. Ballantine Books.

### **Module 3: Interpersonal Dynamics and Leadership**

- Communication skills
- Conflict resolution and negotiation
- Motivation and influence

### **Suggested Readings:**

- Cialdini, R.B. (1984). Influence: The Psychology of Persuasion. Harper Business.
- Fisher, R., Ury, W., & Patton, B. (2011). Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books.

### **Module 4: Group Dynamics and Team Leadership**

- Group development stages
- Leadership styles in team settings
- Fostering team cohesion and productivity

### **Suggested Readings:**

- Tuckman, B.W. (1965). Developmental sequence in small groups. Psychological Bulletin, 63(6), 384-399.
- Lencioni, P. (2002). The Five Dysfunctions of a Team: A Leadership Fable. Jossey-Bass.

### **Module 5: Organizational Leadership**

- Organizational Culture and Leadership
- Leadership for Organizational Change
- Contextual Leadership

### **Suggested Readings:**

- Northouse, P. G. (2019). Leadership: Theory and practice (p. xxiii). Thousand Oaks, CA: Sage..

### **Module 6: Future Perspectives on Leadership**

- Emerging theories in leadership psychology
- The future role of leaders in business and society
- Continuous learning and adaptability in leadership

### Suggested Readings:

- Bennis, W. (2007). On Becoming a Leader. Basic Books.
- Johansen, B. (2009). Leaders Make the Future: Ten New Leadership Skills for an Uncertain World. Berrett-Koehler Publishers.

### Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules, and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.

B+	60 - 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.
P2	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

### **Professional Conduct in Classroom**

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities, and presentations. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcome to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

### **Notes on Plagiarism**

*Plagiarism is not acceptable!* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable! What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the

content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.